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TÌM ĐỌC BỘ TÀI LIỆU CHUYÊN TIẾNG ANH
CỦA NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM

1. Tài liệu chuyên Tiếng Anh 10	Hoàng Thị Xuân Hoa (Chủ biên)
2. Tài liệu chuyên Tiếng Anh 11	Hoàng Thị Xuân Hoa (Chủ biên)
3. Tài liệu chuyên Tiếng Anh 12	Hoàng Thị Xuân Hoa (Chủ biên)

Bạn đọc có thể mua sách tại các Công ty Sách - Thiết bị trường học ở các địa phương hoặc các Cửa hàng sách của Nhà xuất bản Giáo dục Việt Nam :

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HOÀNG THỊ XUÂN HOA (Chủ biên)

TÀI LIỆU CHUYÊN TIẾNG ANH 11

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HOÀNG THỊ XUÂN HOA (Chủ biên) - LƯƠNG QUỲNH TRANG
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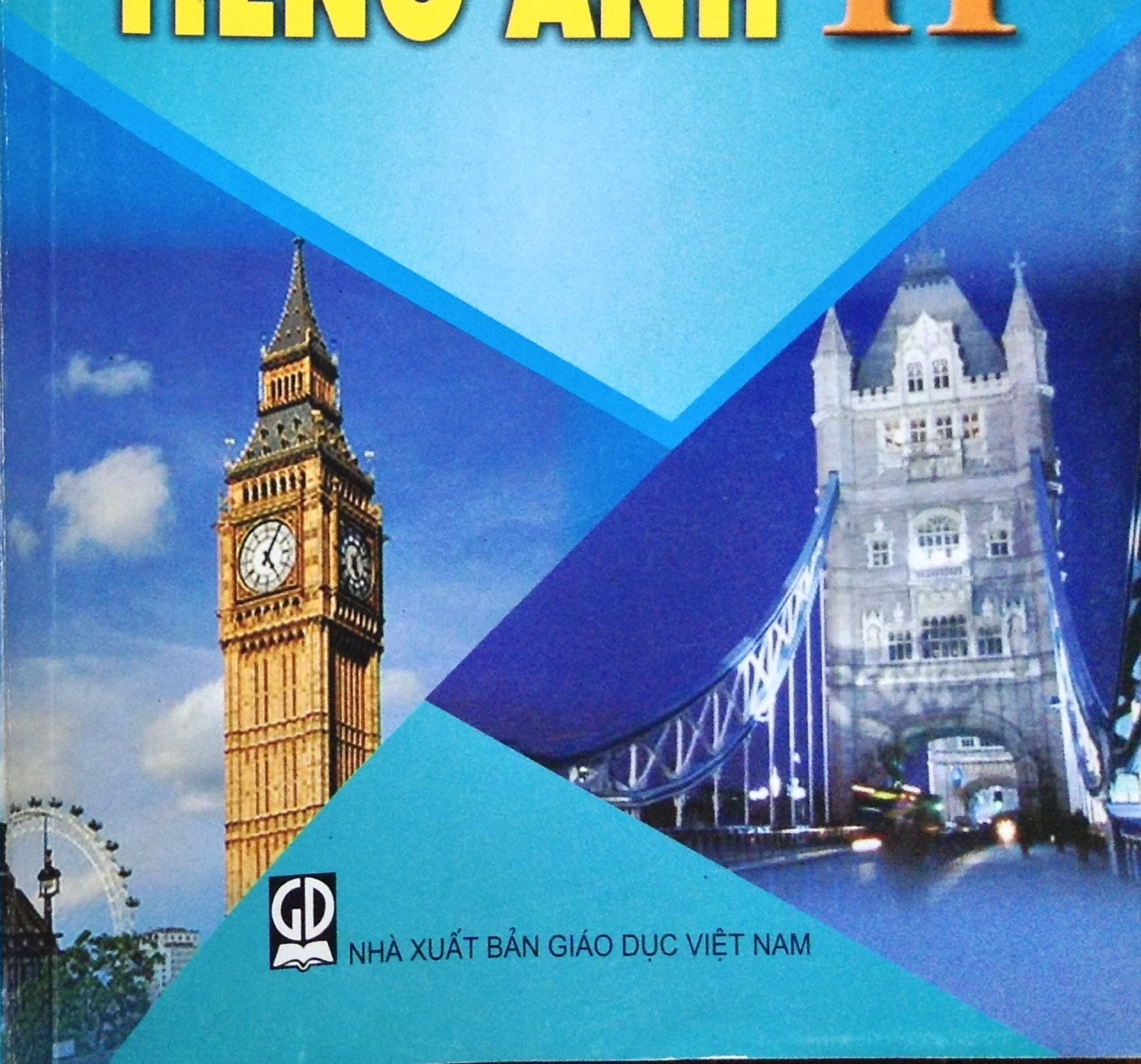
TÀI LIỆU CHUYÊN
TIẾNG ANH 11



NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM

luyện tập phong phú, đa dạng, có độ phủ nội dung cao, giúp học sinh ghi nhớ, hiểu sâu hơn và biết vận dụng các kiến thức ngôn ngữ tiếng Anh.

Tài liệu là nguồn tham khảo hữu ích cho giáo viên để xây dựng các bài giảng trên lớp, đồng thời cũng có thể dùng cho học sinh các trường chuyên cũng như không chuyên tự học để củng cố các kĩ năng và nâng cao kiến thức trong các bình diện ngôn ngữ.

CÁC TÁC GIẢ

Part A
SPEAKING AND LISTENING

Topic 1
FRIENDSHIP

SPEAKING

I. Complete these conversations by filling each blank with the correct letter (A - F). You do not need to use one letter.

Conversation 1

Emily: (1) ____________

Randy: Yes. Her name's Ashley, and she's gorgeous!

Emily: (2) ____________

Randy: (3) ____________

Emily: How tall?

Randy: (4) ____________

Emily: (5) ____________

A	Really? What does she look like?
B	Well, she is very tall.
C	About 6 feet 2, I suppose.
D	Wow, that's tall.
E	Really? Great!
F	I heard you have a new girlfriend, Randy.

Conversation 2

A: (1) ____________

B: Pretty good, thanks.

A	That's great news. You know, you look different. Have you changed your hair?

A: (2) ______________________

B: No, not anymore. I graduated last year. And I got a job at Midstate Bank.

A: (3) ______________________

B: Yes, it's shorter. And I wear contact now. Oh, and I've lost weight.

A: (4) ______________________

B: Thanks, so do you. And there's one more thing. Look! I got engaged.

A: (5) ______________________

B	Hi. I haven't seen you for ages. How have you been?
C	Are you still in school?
D	Congratulations.
E	Well, you look fantastic.
F	Thanks. Great.

Conversation 3

A: I'm thinking of going back to school to get another degree. It's so hard to find a job with a degree in literature.

B: (1) ______________________

A: I should have studied something more practical. (2) ______________________

B: (3) ______________________

A: I don't know. I should have listened to my mother. She wanted me to major in business.

B: (4) ______________________

A: Mom? (5) ______________________

A	Yeah, I know what you mean.
B	Why did you major in literature?
C	Oh? What does she do?
D	If I'd been more sensible, I would have majored in economics.
E	What do you do?
F	She's a literature professor.

II. Rearrange the following sentences to make a conversation.

1.

A.	Who is your best friend, Trang?
B.	We love going shopping, and we like to read a story together. We like to take vacations together. Last year we went to Nha Trang for summer break and had a great time.
C.	So what do you two like to do together?
D.	Yeah, we both used to play on the music team. That's where we first got to know each other.
E.	She's very social and talks a lot about everything. I am more of a listener, I think. Maybe that's why we get along so well.
F.	It's interesting that we're still good friends because Lan is a bit different from me.
G.	In what way?
H.	Oh, my girlfriend, Lan. We have been friends since we were in primary school.
I.	I see.
J.	Oh?

1. __ 2. __ 3. __ 4. __ 5. __ 6. __ 7. __ 8. __ 9. __ 10. __

2.

A.	Here's Mary, our first caller. Who would you say is your best friend, Mary?
B.	Well, we sometimes go and see a movie, or sometimes we go downtown with other friends after work.
C.	She's friendly, and she has a great sense of humour. She is always telling great jokes and making people laugh.
D.	I guess it's my friend, Rosie. We get along really well.
E.	Oh, yeah?

F.	It was at a friend's birthday party last year.
G.	What's she like?
H.	Yeah. We were sitting next to each other at dinner and realized we had a lot in common. So we kept in touch after the party, and we hang out together all the time now.
I.	So, what do you two do when you get together?
J.	How did you meet her?

1. __ 2. __ 3. __ 4. __ 5. __ 6. __ 7. __ 8. __ 9. __ 10. __

III. Work in pairs. Complete the dialogues, using the sentences in the box. Then practice the dialogues.

1.

There are a lot of courses to choose from.
That's good.
I certainly enjoyed meeting you.
Mr Harrington, I'd like you to meet my friend Maria.
I am glad to meet you.
How are you? What are you doing?

Tom: (1)______________. She's an exchange student from Spain, and she is majoring in computer science.

Harrington: (2) ______________ I hope you've been able to get the courses you want. Computer science is such a popular major.

Maria: Yes, thank you, I have. Fortunately, (3)______________

Harrington: (4)____________

Maria: Well, I have to go to class now. (5)______________

Harrington: I hope we'll meet again. Goodbye.

Maria: Goodbye.

2.

Hi, I am Susan. It's nice to meet you.
Do you know Steven Johnson?
How do you do?
I have been working for Computer Installation for four years in the Hardware Division.
You guys talk to each other.
Where do you come from?

Heather: Hello, I'm Heather Allen.

Susan: (1)______________

Heather: Same here. (2)______________ He and I sell computers.

Susan: No. (Shake hands) (3)__________ That sounds like interesting work.

Steven: Yes, it is. (4)__________________

Susan: Do you sell personal or business computers?

Steve: Mostly personal. You wouldn't believe how much the industry has changed in the last year!

Susan: Yes, I see.

Heather: (5)__________________ I have to go. Bye.

Susan: Bye.

Steve: Bye.

LISTENING

Listen to six descriptions of six different people. After listening to each of them, identify the person who has just been described. Fill each blank (1 - 6) with one word from the box.

Neighbour
Best friend
Boyfriend/ girlfriend
Business associate or colleague
Classmate
Teacher
Acquaintance

1. __ 2. __ 3. __ 4. __ 5. __ 6. __

Topic 2

VOLUNTEER WORK AND LITERACY PROGRAMS

SPEAKING

I. Choose the correct reply A, B, or C.

1. Thanks for helping me.

A. It was no trouble. I like helping people.

B. No problems. I can do it.

C. It is very kind of you.

2. I am sorry about the dirt.

A. No worries. She understands it.

B. Never mind. I'll soon get it done.

C. Don't worry. I see her soon.

3. I do apologize for her rudeness.

A. Don't worry, she's always like that.

B. Never mind. I can do it.

C. Sorry. I did not know about her.

4. I am grateful for the flowers.

A. My pleasure. I know you like beer.

B. My pleasure. I know you like roses.

C. You are welcome.

5. Thanks for taking me home.

A. You're welcome. It's on my way.

B. You're welcome. I have free time.

C. Don't worry.

6. It was all my fault.

A. It doesn't matter. I can still drive it.

B. No matter. She knew it.

C. Sorry. I can do it.

7. How kind of you to buy him a present.

A. You are welcome. She is a lovely girl.

B. It's my pleasure. I like to go there with him.

C. Don't mention it. He is a good boy.

8. I am sorry. I broke the cup.

A. That's all right. I can mend it.

B. That's all right. I will drive it.

C. That's all right. I can do it.

II. Look at the situations and responses below. Choose the most appropriate expression by circling A, B, or C.

1. You have been staying with friends for the weekend, and you're just about to leave. You have had a lovely time.

A. Thank you for having me.

B. Thank you very much.

C. I feel regret.

2. A friend has been extremely helpful with a school project you've been doing recently. Make sure that you thank him or her properly.

A. Thanks for your explanation.

B. Thanks very much. I am grateful.

C. Don't worry. I can do it.

3. Someone lent you some money last week, when you needed some desperately. Now you are returning it, with thanks.

A. Thanks very much indeed.

B. You are welcome.

C. Thank you.

4. After a short holiday, you arrive home at your local airport. You are delighted because a friend has unexpectedly come to collect you.

A. How kind of you. Thanks.

B. Thanks for your flight.

C. Thanks for letting me know about your holidays.

5. You were supposed to ring your boyfriend last night, but you were watching a fantastic film on television. Apologize to him.

A. I am sorry. I did not see you last night.

B. I am sorry. I forgot to ring you.

C. I am sorry. I forgot calling you.

III. Complete each dialogue by choosing the most appropriate expression in the box to fill in each blank.

I'm so glad you could come.
Thank you very much indeed.
You're very welcome. I'm glad you enjoyed it.
Thanks for your help. The house is now much better.
Thank you for inviting me. I had a very good time.
Thank you. So do I.

1.

Guest: Thank you for a lovely evening.
Host: ________________
Guest: Goodbye
Host: Goodbye.

2.

Guest: ________________
Host: So did we. Come to visit us again soon.
Guest: I'd like that. Thanks again. Goodbye.
Host: Goodbye.

3.

Guest: I have to go now. Thanks for the delicious meal.
Host: ________________
Guest: Bye.
Host: Goodbye.

4.

Peter: What's wrong? You really look worried and upset.
Sarah: My dog was hit by a car.
Peter: That's terrible. Is he Okay?
Sarah: I don't know. He's at the vet's.
Peter: I hope he'll be all right.
Sarah: ________________

5.

Rosie: ________________
Richard: It's my pleasure. I am happy now you have a nice place to live.
Rosie: Yes, definitely. We feel safe in here.
Richard: Is there anything I can do? Please let me know. You know how much I care about you and little Ella.
Rosie: It's very kind of you. Thanks.

LISTENING

Listen to the passages about different types of charity organisation and choose the most appropriate name from the box for each organisation.

1. ____________ 2. ____________ 3. ____________
4. ____________ 5. ____________

Aged Care	Women's Health	Men's Health
Child Care	Care Giving	Mental Health

Topic 3

POPULATION

SPEAKING

I. Put the expressions in the box in the right column.

Oh, yes, I agree.
You're right.
I go along with your view.
I really can't agree with you.
I'm sure you've got the wrong idea about...
That's very true.
Well, that's true, but... I don't agree.
You have a point, but... I don't think that's quite right.
I think so too.
It depends on what you mean.
What do you think about it?
I don't know.
That's what I think.
I quite agree with you.
You're absolutely right.
That may sometimes be true.
I'm not sure about that.
I'm sorry. I can't agree with that.
That's not a good idea.
It's terrific.

Agreeing	Undecided	Disagreeing

Agreeing	Undecided	Disagreeing

II. Tick (√) the correct sentences to make conversations.

1. A: In my opinion, parents should be given a day off from their children.

B: ☐ Really? Why?

☐ Pardon me?

A: Because they need free time, too.

B: ☐ That's not a bad idea.

☐ Don't you?

2. A: I think you are right to sell the house.
   B: ☐ Do you? I'm not sure.
   ☐ Thanks. I agree.
   A: I really agree with you.
   B: Look, you aren't happy there, so you should leave.
   A: ☐ I don't think that.
   ☐ You have a point here, but what about a new place?
   B: Don't worry. You will be fine there.

3. A: I think people should not use cellular phones in restaurants.
   B: ☐ Why do you say that?
   ☐ Because I think so.
   A: It's really annoying. One day, I sat next to a man talking loudly. It destroyed my romantic evening with my girlfriend.
   B: You may have a point. Nevertheless, I think we should not ban it. The restaurant needs to remind their customers of how to use their phones more appropriately.
   A: ☐ Well, you may be right.
   ☐ Well, who knows?

III. Look at the situations and respond to them. Use the expressions from the box in I.

1. A friend of your mother's says "All school children should wear uniforms".
2. Your uncle says "Anyone who receives a present should always write a thank-you letter".
3. Your sister says "Our team isn't playing well enough. They won't win the championship!"
4. Your mother says "Wasn't that a wonderful family holiday we had last year?"
5. Your teacher says "We need to do something to help Japan".
6. Your friend says "We should not control birth rate in Vietnam".
7. Your friend says "I think all kids should go to school".
8. Your friend says "Students at junior secondary schools should raise awareness of population issues".

LISTENING

I. Listen to a schoolgirl talking about Bangladesh. Complete the following table with facts about Bangladesh.

Its location	1. ________
The biggest problem in the 1980s	2. ________
The current birth rate per 1,000 population	3. ________
Current estimated population	4. ________
Per capita national income	5. ________

II. Listen again and fill the blanks.

Many people are landless and forced to live on and cultivate (1)________ land; waterborne diseases prevalent in (2)________ water; water (3)________, especially of fishing areas, results from the use of commercial (4)________; ground water (5)________ by naturally occurring arsenic; intermittent water (6)________ because of (7)________ water tables in the northern and central parts of the (8)________; (9)________ degradation and erosion; deforestation; severe (10)________.

Topic 4

POSTAL AND TELECOMMUNICATION SERVICES

SPEAKING

I. There are several standard expressions that can be used when asking for instructions. Match each question with the appropriate answer to make a short conversation. Use each item only once.

1. How do you operate this can opener?	A. Sure, the hospital is on Tenth Street, about 20 minutes away by foot. Go south on this street two blocks until you come to the stop light. Next, turn left on Lipton Avenue and go two blocks. The hospital is on your left, across from the baseball stadium.
2. Do you know how to use this rice cooker?	B. First, put the can under that sharp wheel and push that lever down.
3. Can you show me how to use this copier?	C. Sure, put 3 cups of dried rice in, add 2 cups of water, and hit the start button.
4. How do I go about baking a cake?	D. Buy a box of cake mix and follow the instructions on the back.
5. Excuse me, could you tell me how to get to the city hospital?	E. After putting the paper under the cover, enter the number of copies needed and then press start.

1. ____ 2. ____ 3. ____ 4. ____ 5. ____

II. Rearrange the following sentences to make a conversation.

A.	There you go.
B.	Here you are. I need you to endorse the back of the check you want to cash and I'll need to see an ID.
C.	Yes, that will do it. Thanks.
D.	No problem.
E.	Here you are. Will that be all for today?
F.	Yes, I'd like to make a withdrawal from my saving account and cash a check.
G.	Certainly sir. Please complete this withdrawal slip, with your name, account number and amount of withdrawal.
H.	Could I have two hundreds, two fifties, and the rest in twenties?
I.	Thank you. Have a pleasant day.
J.	Next please. How may I help you?
K.	Thank you. How would you like that?

1. __ 2. __ 3. __ 4. __ 5. __ 6. __ 7. __ 8. __ 9. __ 10. __ 11. __

III. Complete this conversation between Mrs Jones and David by putting the correct letter (A– K) in the space next to the number. You do not need one of the answers.

Mrs Jones:	Hi, David. You look busy? (1)________	A. Yes, these have to be done in an hour.
David:	I'm trying to figure out how to make these cookies, but I lost the instructions that came with the box.	B. No, you need a bigger one.
Mrs Jones:	Making cookies from a box is easy. Want me to tell you?	C. add two eggs and a cup of milk to the bowl and beat until very creamy, with no lumps.
David:	(2)________	
Mrs Jones:	Okay, (3)______, pour the cookie mix from that bag into a large bowl.	
David:	Is this bowl big enough?	D. first

Mrs Jones: (4)________. You're going to be adding more ingredients. Use that one.

David: Okay, now what?

Mrs Jones: Next, (5)________

David: Won't the egg shells be hard to eat?

Mrs Jones: You have to break the eggs first and just put in the whites and yolks. You throw the shells away. You've never cooked anything, have you?

David: No, this is my first time. (6)________

Mrs Jones: You could use either, but if I were you, I'd use an electric mixer.

David: You mean this? That's done, what next?

Mrs Jones: (7)________ Then put one tablespoon of cookie dough per cookie on the cookie sheet. You should space the dough evenly around the cookie sheet, leaving at least an inch between each cookie.

David: Got it. (8)________

Mrs Jones: Yes.

David: Okay, they're in. How long will it take before they're done?

Mrs Jones: The way you did it, forever. (9)________

David: Oh yes, I forgot. What temperature and for how long?

Mrs Jones: (10)________

E. What should I mix it with, a fork or a spoon?

F. Now they go in the oven, right?

G. Now, grease the cookie sheet with butter.

H. You didn't turn the oven on.

I. Cook them at 200° and for about 35 minutes.

J. What are you doing?

K. Thanks. I know how to do it.

1. __ 2. __ 3. __ 4. __ 5. __ 6. __ 7. __ 8. __ 9. __ 10. __

LISTENING

Listen to these conversations where people are asking for assistance at an Internet café and fill the blank.

1.

Customer: How do I go (1)________?

Assistant: You're already (2)______ to the Internet. Do you want to send email?

Customer: No, just want to (3)________ the web for a while.

Assistant: OK. Just open the search (4)________ or enter the web address and press 'enter'.

2.

Customer: I can't (5)________ my company's website. Can you help?

Assistant: Have you put in the (6)________ address?

Customer: Yes, I'm sure I have.

3.

Customer: How do I reply to this email? Sorry, I am not very good with (7)________

Assistant: That's OK. Just (8)________ "reply", then (9)________ your message, then press "send".

Customer: Then can I (10)________ the message to myself at my home address?

Assistant: Yes. Make sure you enter the right address, or the email will (11)________. Let me know if you would like a hard copy of your email and I'll show you how to print out your work.

4.

Customer: What do I do if I want to (12)________ this picture?

Assistant: You have to save it to a (13)________ I can sell you one if you don't have one.

5.

Customer: Can I send an (14)________ with this email?

Assistant: Yes, you click here and then attach the file.

6.

Customer: I'd like to visit a chat room. Is that OK?

Assistant: No problem. (15)________ this option here. Then just ask if you need my help.

Topic 5

HOBBIES

SPEAKING

I. Complete these conversations by putting the correct letter (A - L) in the space next to the number. You do not need two of the answers.

A: Wow, (1)________________
B: Yeah, welcome back. How was your vacation?
A: (2)________________ You know, I went to Guatemala. I've never been there before. I really liked it. It was fantastic.
B: Wow!
A: (3)________________
B: OK.
A: (4)____________ OK, here. This was taken in Antigua. You know, there're a lot of tourists that go there, you know. Uh... people come to study Spanish there, you know that?
B: Uh-huh...
A: But the people were really, really nice. Oh here! This one was taken when I went on this walk, you know. (5)__________ It was just gorgeous.
B: Oh, my God!
A: It was the best. I got some of the best shots just going on all these long long long walks.
B: Mm-hmm...
A: (6)________________
B: It was good, huh?
A: Yeah. (7)__________ But (8)__________, because I went on all these long, long walks.
B: Oh. (9)________________
A: It is really great. You should go sometime.
B: (10)________________

A. Really?
B. I can't believe I'm back.
C. Let me show you some pictures.
D. I didn't put on any weight.
E. It was great.
F. I've got a bunch of them.
G. It was just handing out.
H. It was really good.
I. I ate so much food there, too.
J. That's great.
K. I'll try.
L. Thanks God. I made a right decision.

1. __ 2. __ 3. __ 4. __ 5. __ 6. __ 7. __ 8. __ 9. __ 10. __

II. Rearrange the following sentences to make conversations.

Conversation 1

A.	I have tickets to the soccer match on Friday night. Would you like to go?
B.	Thanks. I'd love to. What time does it start?
C.	OK. Let's meet at the gate.
D.	That sounds fine. See you there.
E.	At 8:00.
F.	Uh, I'd like to, but I have to work late.
G.	Oh, that's OK. Let's just meet at the stadium before the match, around 7:30.
H.	That sounds great. So do you want to have dinner at 6:00?

1. __ 2. __ 3. __ 4. __ 5. __ 6. __ 7. __ 8. __

Conversation 2

A.	For me, it's finding a way to fit into a community that's very different from my own. It can be frustrating!
B.	That's easy. The most rewarding thing about being in the Peace Corps is learning about another culture.
C.	For about a year now.
D.	Do you enjoy it?
E.	What's the most challenging things about being in the Peace Corps?
F.	Most of the time. The work can be extremely difficult, but it has its rewards.
G.	And what's the most rewarding thing?
H.	So, how long have you been in the Peace Corps?

1. __ 2. __ 3. __ 4. __ 5. __ 6. __ 7. __ 8. __

Conversation 3

A.	What did you think of the film?
B.	Well, actually I didn't like it very much.
C.	Well, I thought the book was much better.
D.	It was really wonderful, wasn't it? What a great film!
E.	No, I can't believe it! It's one of the best films I've ever seen.
F.	Really? I haven't read it. But wasn't the photograph wonderful?
G.	Well, yes, but the story wasn't the same as in the book. Not as exciting. In fact, I thought the film was quite boring. I nearly fell asleep.
H.	What! I thought it was great! Mind you, I didn't like the music – it was really boring.

1. __ 2. __ 3. __ 4. __ 5. __ 6. __ 7. __ 8. __

Conversation 4

A.	Look! These jackets are really nice. Which one do you prefer?
B.	The wool one? Why?
C.	It looks warmer.
D.	It must be expensive. Oh. I found this. It's $500. Would you like to try it on?
E.	I like the wool one better.
F.	Hm. There's no price tag.
G.	Hihi. No, thanks. I don't think I can afford it.
H.	Well, I like the leather one better. It's more stylish than the wool one.

1. __ 2. __ 3. __ 4. __ 5. __ 6. __ 7. __ 8. __

Conversation 5

A.	Lucky you. How long were you there?
B.	About a week.
C.	Not really. It was cloudy most of the time. But we went surfing every day. The waves were amazing.
D.	It was excellent! I went to Hawaii with my cousin. We had a great time.
E.	Fantastic! Was the weather OK?
F.	So, what was the best thing about the trip?
G.	Hi. How was your vacation?
H.	Well, something incredible happened. You won't believe it.

1. __ 2. __ 3. __ 4. __ 5. __ 6. __ 7. __ 8. __

LISTENING

Peter helps Mary plan her vacation. Listen to their conversation and complete the table.

City	*Cost*	*Size*	*Weather*
London			
Cairo			
New Orleans			
Hanoi			

Topic 6

THE WONDERS OF THE WORLD

SPEAKING

I. Tick (√) the correct sentences to make conversations.

1.

A: *a. 1.* ☐ *What's your favourite city, Mary?*
b. 1. ☐ *What do you do, Mary?*
c. 1. ☐ *Where is your hometown, Mary?*

B: It is Gold Coast.

A: *a. 2.* ☐ *What can you do there?*
b. 2. ☐ *What did you do there?*
c. 2. ☐ *What must we do there?*

B: I can go to the beaches. They are really beautiful.

A: What should people see there?

B: *a. 3.* ☐ *People are very nice and friendly.*
b. 3. ☐ *We went to the Light House.*
c. 3. ☐ *Well, you shouldn't miss the Sea World and Movie World.*

2.

Mac: What are you doing over the vacation, Rosie?

Rosie:

a. 1 ☐ *Well, my sister is coming to visit for a couple of weeks.*
b. 1 ☐ *Well, my brother is coming to visit for a couple of weeks.*
c. 1 ☐ *Well, I don't know.*

Mac: Are you going anywhere?

Rosie:

a. 2. ☐ *I went to the Alma zoo last week and we took her to some places to do some sightseeing.*
b. 2. ☐ *For the first week, we're just going to stay in town. He wants to do some sightseeing. It is his first visit to Brisbane, so he is pretty excited.*

c. 2. ☐ *For the first week, we're just going to stay in town. She wants to do some sightseeing. It is her first visit to Brisbane, so she is pretty excited.*

Mac: Where are you going to take her?

Rosie: Oh, you know, the usual places, like Mt Cootha, Alma Zoo... Then after that we are going to Alice Spring for a couple of days.

Mac:

a. 3. ☐ *What are you going to do in Alice Spring?*
b. 3. ☐ *What will you do in Alice Spring?*
c. 3. ☐ *What did you do in Alice Spring?*

Rosie: I guess we'll go to see the Ayer Rock.

Mac: Sounds perfect.

3.

Nev: It's great to see you, Todd. Have you been in Cambodia long?

Todd:

a. 1. ☐ *Just a few days. I am really excited to be here.*
b. 1. ☐ *Just a few days. I am not really excited to be here.*
c. 1. ☐ *Will go to Cambodia next month?*

Nev: I can't wait to show you the city. Have you been to the Angkor Wat?

Todd: No, I have never been there. I'd love to go.

Nev: It's a great place.

Todd:

a. 2. ☐ *Really. I don't think so.*
b. 2. ☐ *Why isn't it a nice place?*
c. 2. ☐ *Can you tell me a little bit about it? I feel excited to go there.*

Nev: Angkor Wat temple is considered one of the most valuable architectural sites in Asia.

Todd:

a. 3. ☐ *What does the name mean?*
b. 3. ☐ *Where is it located?*
c. 3. ☐ *Why is it so famous?*

Nev: Wat is a Khmer term, derived from the Sanskrit vattaram, meaning (Buddhist) "temple". Angkor Wat means "temple city".

Todd: Can we go there together?

Nev: Yes, of course. I will show you around.

II. Rearrange the following sentences to make a conversation and practice it with a classmate.

A.	What are your plans, Paul? Are you interested in living or working overseas?
B.	One thing I might find difficult, though, is getting used to different food. I am not sure how I'd react to a complete change of diet.
C.	Yes, indeed. Is there anything you'd miss if you lived there?
D.	For the cultural experience and sightseeing. I plan to visit Great Wall in China and many other places in China and Thailand. I plan to major in Tourism, so I'd like to visit many wonders of the world.
E.	So, why would you be interested in living abroad, then?
F.	Sure, I'd love to! Maybe in China or Thailand. They look fascinating in the movies I've seen. Such ancient cultures!
G.	I see.
H.	I hope so.
I.	Oh, I'm sure you'd get used to it soon.
J.	Oh, sure. Lots of things. Probably, the biggest thing I'd miss would be not to be able to speak English whenever I wanted to. I'd have to learn the new languages as soon as possible.

1. __ 2. __ 3. __ 4. __ 5. __ 6. __ 7. __ 8. __ 9. __ 10. __

LISTENING

Listen to the passage and decide whether the following statements are true (T) or false (F). Tick (√) the appropriate boxes.

		T	F
1.	You can't see any of the Seven Ancient Wonders nowadays.		
2.	The Great Pyramid of Giza was built for King Khufu over one thousand years ago.		
3.	It was built in the desert.		
4.	The Eiffel Tower is lower than the Pyramid of Giza.		
5.	People know how the Pyramid was built.		
6.	The Pyramid is built completely of 'blue' stones.		
7.	There is a special room for Khufu.		
8.	It would be easy to build the pyramid nowadays.		
9.	They didn't use the same tools as we would use today.		
10.	The designs were made on computers.		

Topic 7

THE WORLD ENGLISHES

SPEAKING

I. Tick (√) the appropriate sentences to make conversations.

1.

A: I can't believe it! I got an A on my science test!

B: ☐ Congratulations! That's great!

☐ Really? How can you pass it?

A: Thanks. I'm so happy! I really worked hard for that A.

B: ☐ I know you did. You deserve it.

☐ You will be able to do it. You are great.

2.

A: I'm so upset.

B: ☐ What's the matter? What happened?

☐ I am sorry. You should have a rest.

A: I really need to talk to you. Do you have a minute?

B: ☐ Sure. What's bothering you?

☐ Thanks. I am busy now.

A: I didn't understand the lecturer's talk. I couldn't catch it clearly. I have problem of understanding the lectures.

B: I see. Don't worry too much. It takes time. This is your first semester. You may not be familiar with their accent.

A: Really? You think I can listen better?

B: Definitely. Try to listening to news and communicate with other people. You will be fine.

A: ☐ Thanks. I hope you are right.

☐ Really?

3.

A: ☐ Is there any good news? You look happy.

☐ What's wrong? You really look worried and upset.

B: My dog was hit by a car.

A: ☐ That's terrible. Is he okay?

☐ Thanks. He is fine.

B: I don't know. He's at the vet's.

A: I hope he will be all right.

B: Thank you. So do I.

II. Rearrange the following sentences to make conversations.

Conversation 1

A.	I'm so worried. I haven't heard from my family for three months.
B.	I hope so.
C.	How often do they usually write?
D.	The mail is really slow sometimes. I'm sure you'll hear from them soon.
E.	Maybe you are right. Thanks.
F.	You know the saying, "No news is good news". If something was wrong, they'd have contacted you.
G.	Oh. At least, once a month. Either my mother or my father writes.

1. __ 2. __ 3. __ 4. __ 5. __ 6. __ 7. __

Conversation 2

A.	Hi. How are you?
B.	Well, it's sometimes helpful to eat garlic soup. Just chop up a whole head of garlic and cook it in chicken stock. Try it. It really works.
C.	Really? That's too bad! You should be at home in bed. It's really important to get a lot of rest.
D.	Yeah, you're right.
E.	And have you taken anything for it?
F.	No, I haven't.
G.	Yuck! That sounds awful!
H.	Not so good. I have a terrible cold.

1. __ 2. __ 3. __ 4. __ 5. __ 6. __ 7. __ 8. __

III. Complete these conversations by filling each blank with the correct letter (A - J). You do not need one of the answers.

A: How do you like your new apartment?

B: (1)__________. It's downtown, so it's very convenient.

A: Downtown? (2)__________

B: Oh, no. There isn't any. (3)__________ I enjoy the fresh air.

A: How many restaurants are there near your place?

B: A lot. (4)__________

A: (5)__________

B: Well, there aren't many parking garages. (6)__________

A: (7)__________

B: (8)__________ Hold on. (9)__________! I will call you back later.

A. No, it's pretty safe.

B. I love it.

C. I like on the fifth floor.

D. But I usually find a place on the street.

E. Is there much noise?

F. What about parking?

G. Is there much crime?

H. In fact, there's an excellent Korean place just around the corner.

I. That's my car alarm.

J. Is there any pollution?

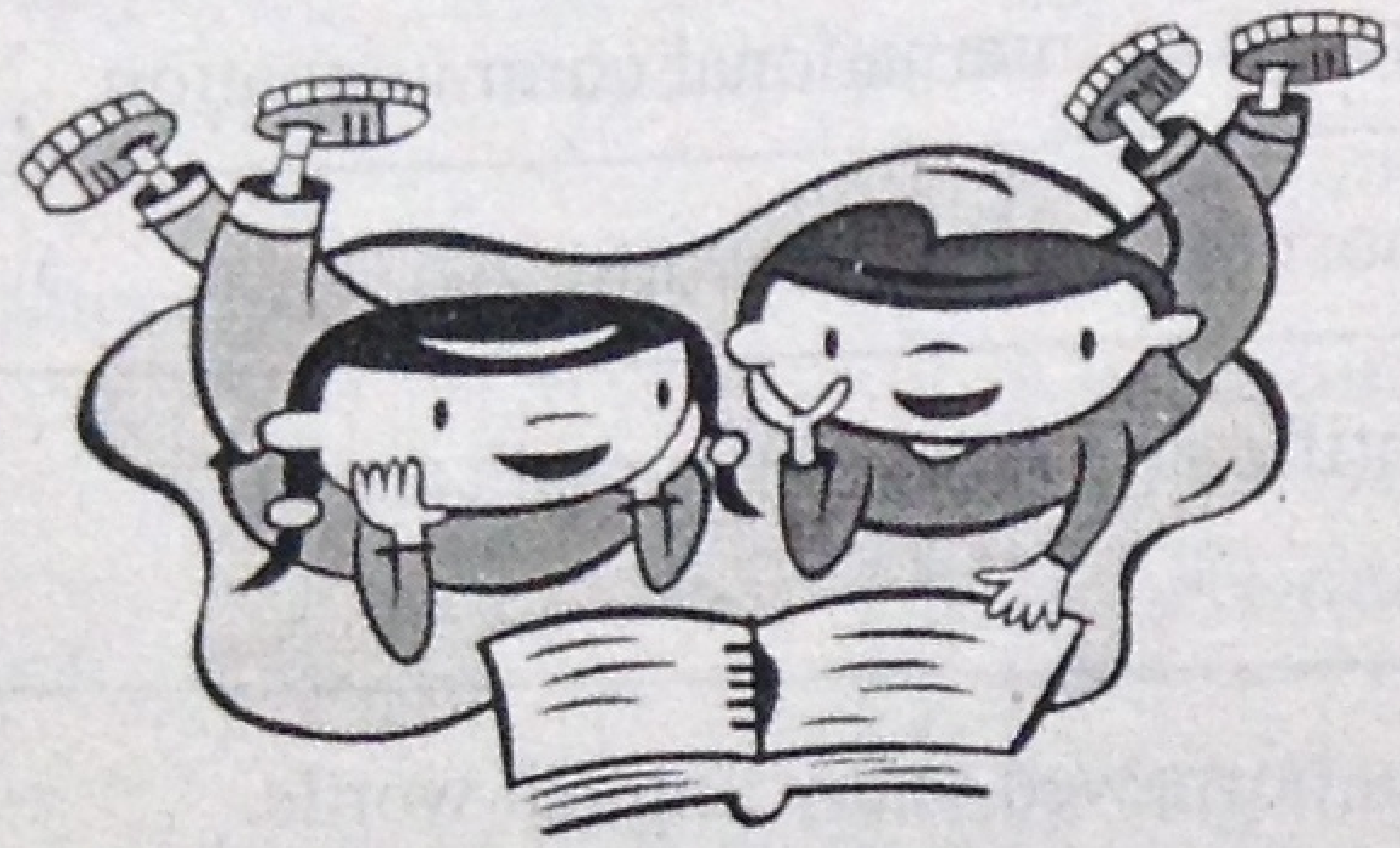
LISTENING

Listen to the passage and decide whether the following statements are true (T), false (F) or not mentioned (NM). Tick (√) the appropriate boxes.

	Statements	T	F	NM
1.	English is among the six major languages in the world.			
2.	More and more people speak English today.			
3.	Vietnam was one of England's colonies.			
4.	The increasing status of the USA is one of reasons for the spread of English.			
5.	More than 300,000,000 people speak English as their first language.			
6.	People can know exactly how many people speak English.			
7.	English is language of international communication.			
8.	Chinese was most spoken in the world.			
9.	All of the scientific and research journals are in English.			
10.	Vietnamese has borrowed many English words.			

Part B
READING

Topic 1
FRIENDSHIP



READING 1

BULLYING IN U.S

Bullying is widespread in American schools, with more than 16 percent of U.S. school children saying they had been bullied by other students during the current term, according to a survey funded by the National Institute of Child Health and Human Development (NICHD). The study appears in the April 25, 2001, Journal of the American Medical Association. Overall, 10 percent of children said they had been bullied by other students, but had not bullied others. Another 6 percent said that they had both been bullied themselves and had bullied other children. Another 13 percent of students said they had bullied other students, but had not been bullied themselves.

"Being bullied is not just an unpleasant rite of passage through childhood," said Duane Alexander, M.D., director of the NICHD. "It's a public health problem that merits attention. People who were bullied as children are more likely to suffer from depression and low self-esteem, well into adulthood, and the bullies themselves are more likely to engage in criminal behavior later in life."

The NICHD researchers surveyed 15,686 students in grades six-through-ten, in public, parochial, and other private schools throughout the U.S. The nationally representative survey was part of the U.S. contribution to the World Health Organization's Health Behavior in School Children survey, a global effort in which many countries surveyed school-age children on a broad spectrum of health-related behaviors.

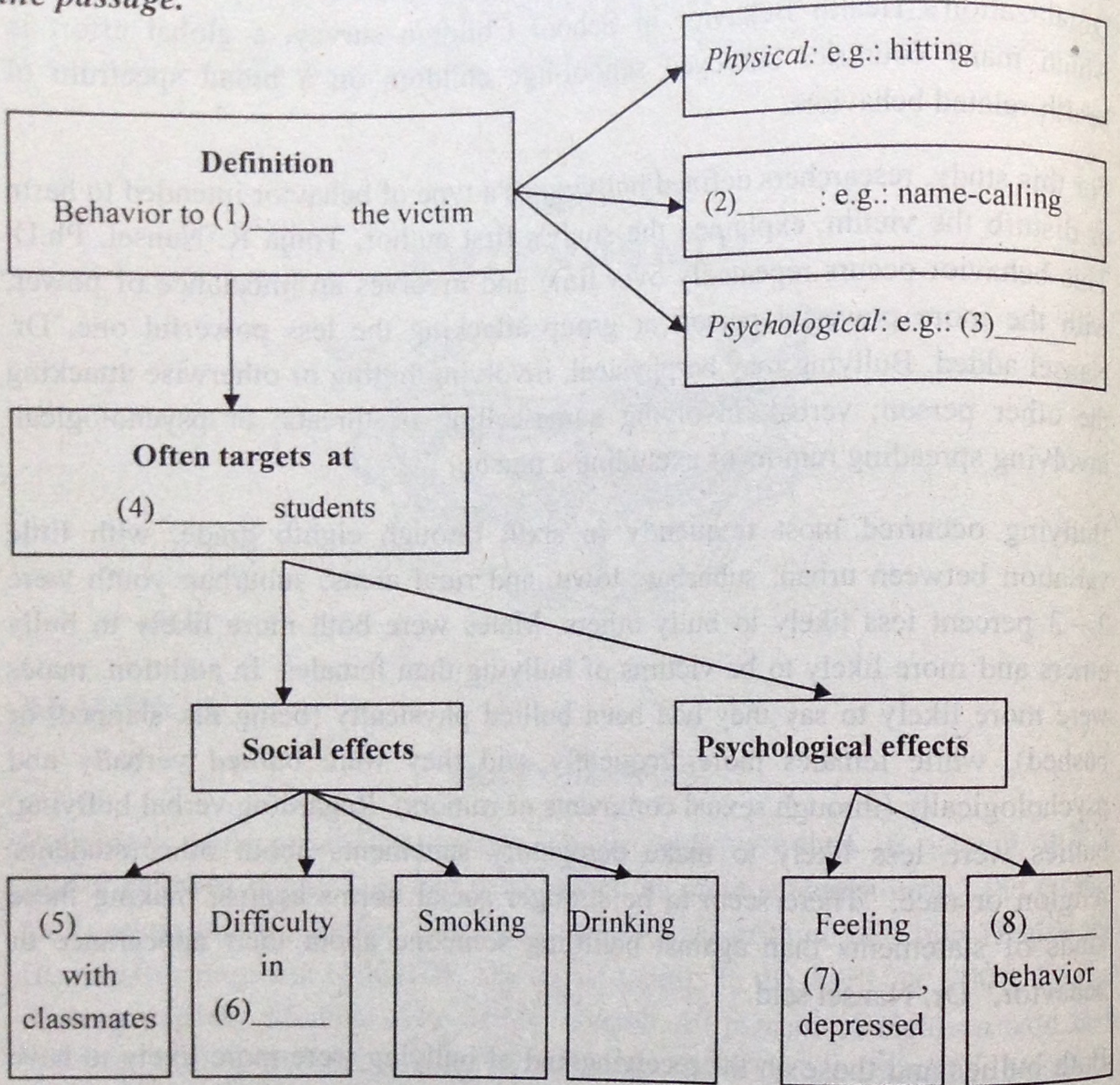
For this study, researchers defined bullying as a type of behavior intended to harm or disturb the victim, explained the study's first author, Tonja R. Nansel, Ph.D. This behavior occurs repeatedly over time and involves an imbalance of power, with the more powerful person or group attacking the less powerful one, Dr. Nansel added. Bullying may be physical, involving hitting or otherwise attacking the other person; verbal, involving name-calling or threats; or psychological, involving spreading rumors or excluding a person.

Bullying occurred most frequently in sixth through eighth grade, with little variation between urban, suburban, town, and rural areas; suburban youth were 2 – 3 percent less likely to bully others. Males were both more likely to bully others and more likely to be victims of bullying than females. In addition, males were more likely to say they had been bullied physically (being hit, slapped, or pushed), while females more frequently said they were bullied verbally and psychologically (through sexual comments or rumors). Regarding verbal bullying, bullies were less likely to make derogatory statements about other students' religion or race. "There seem to be stronger social norms against making these kinds of statements than against belittling someone about their appearance or behavior," Dr. Nansel said.

Both bullies and those on the receiving end of bullying were more likely to have difficulty adjusting to their environment both socially and psychologically. Students who were bullied reported having greater difficulty making friends and poorer relationships with their classmates. They were also much more likely than other students to report feelings of loneliness. It's likely that kids who are socially isolated and have trouble making friends are more likely to be targets of bullying. Also, they tended to fare the most poorly of all, experiencing social isolation, as well as doing poorly in school and engaging in problem behaviors, like smoking and drinking.

Questions 1 – 8

Complete the diagram below with NO MORE THAN THREE WORDS from the passage.


Definition
Behavior to (1)_______ the victim
Physical: e.g.: hitting
(2)_______: e.g.: name-calling
Psychological: e.g.: (3)_______
Often targets at
(4)_______ students
Social effects
Psychological effects
(5)_______ with classmates
Difficulty in (6)_______
Smoking
Drinking
Feeling (7)_______, depressed
(8)_______ behavior

Questions 9 – 20

Do the following statements agree with the views of the writer in the reading passage? Write

TRUE — *if the statement agrees with the writer*
FALSE — *if the statement contradicts with the writer*
NOT GIVEN — *if it is impossible to say what the writer thinks about this*

9. According to the findings of the research, more students had been bullied than those who had bullied others.
10. The NICHD is part of the National Institutes of Health, the biomedical research arm of the federal government.
11. The School Children survey was carried out on an international scale among schoolchildren.
12. The study's authors concluded that the prevalence of bullying in U.S. schools suggests a need for more research.
13. Females tended to be the targets of bulling more often than males.
14. The children were asked to complete a questionnaire about how often they either bullied other students, or were the target of bullying behavior.
15. More students said they had been targets of moderate bullying than frequent bullying.
16. Appearance or behavior is a more frequent topic of verbal bullying than others.
17. There was a smaller percentage of bullies in rural areas than in suburban areas.
18. It is not known whether the children are first bullied by others and then imitate the bullying behavior they experienced.
19. Bullying is an evidence of imbalanced power in U.S schools.
20. Bullies tended to report poor school performance.

READING 2

FRIENDS' ADVICE

Questions 1 – 15

You are going to read an article that appears in the Advice Column of a magazine for teenagers. The statements below (1 – 15) were taken from the replies to the problems (A – G) in the article. Match the advice with the problem. Note that a problem can receive more than one piece of advice.

1. I don't want to sound harsh, but if they really fancied you, they wouldn't have said no. They may have said "not right now" to take the sting off.

2. Maybe you can ask a music teacher at school if they can just give you a few tips and pointers.
3. Try and talk to them again – explain to them how you didn't mean to upset them, and that you miss them.
4. They obviously value you as a friend, and see your friendship as a long-term thing, so take some comfort in that.
5. If you have a particular best friend who you can really trust, why not ask them? They might be more honest with you.
6. They might have said something nice about you, but they followed it up with something mean about someone else, and that's just not cool.
7. Getting some expert help will not only strengthen your voice but it'll boost your confidence too. It's also fun!
8. Just because your friends are interested in crushes now doesn't mean you have to be.
9. One of the perks of being good friends with someone can be the fact that you can rely on each other to borrow things and support each other.
10. As for people thinking that you are a lesbian, you have to remember that you don't need to prove yourself to anybody.
11. You could also try the tactic of starting conversations about things that you're interested in.
12. It sounds like your lack of confidence around your friends is adding to a general lack of self-worth.
13. Perhaps, they are quite neglectful, or maybe they are genuinely stumped for cash and things are hard at home.
14. Hopefully they'll understand how bad you feel and you'll be back to best friends in no time!
15. Things we need from friends: Love, support, shoulders (for crying on), clothes and make up (for borrowing), and a few laughs. What this list should show you is that "being fun" is only part of the story when it comes to being a good friend.

A. Della, 13

Me and my best friend are always hanging out together and we have everything in common, but now I **have recently fallen out** with her, and she's always giving me dirty looks and she gets other people to follow her and leave me out. She also talked to my sister on msn and facebook and told her that none of my friends like me. I asked her why she was not speaking to me and she told me because I called her a 'loner'. I was joking so I said I was really sorry. I didn't mean it.

B. Kay, 15

All my family say I'm a rubbish singer and I accept that. But my best friends all say I'm great. I don't want them lying to me about it. But if I go up to them and say I know I'm a bad singer. They will think I'm **fishing for** compliments. HELP!

C. Katie, 17

All my friends are obsessed with boys and **crave for** a boyfriend, But I just don't feel ready for them. I **feel left out** when they start to have hour long conversations. Help! P.S Some people also think I'm a lesbian.

D. Craig, 20

I really like one of my best mates. She is fantastic in every way. I took her to the cinema a week back and asked her if she would go out with me. She told me that it wasn't the right time. She said she doesn't want to go there because I'm such a good friend to her and she doesn't want to lose me. I'm so confused. I don't know whether I should wait and see if she changes her mind or just move on. I really like her but I'm **torn**.

E. Skye, 16

My friend keeps 'forgetting' her lunch and always asks to borrow some of my money, but she never gives it back! In all honesty she owes me about £30 so I don't want to give her any anymore, but she keeps saying she will give it back. What can I do?

F. Erica, 14

My group of friends are awesome and really cool but I really don't think they like me. I try to be more fun but being depressed most days of the week doesn't help. How can I be more lively and confident around my mates so they'll hopefully like me more?

G. Anna, 22

I like this boy and we text each other quite a lot, but recently I saw something on his facebook page that made me think. One of his work mates wrote something nice about someone, which I thought was me, because it was about this girl being at the pool where he worked with his mates, and we were the only set of girls there when he was working. I looked at his reply and he had said "Yes, mate but her friends are 'eeewwwwwwwwww'". I really don't know what to do. I like him but I don't know if my friends are lowering my chances.

Questions 16 – 20

Match the phrases (16 – 20) taken from the passage with their meanings (a – g). Note that there are some extra meanings that you do not need to use.

16. To fall out
17. To fish for
18. To crave for
19. To be left out
20. To be torn

a. to lower the chances
b. to stump for
c. to feel upset
d. to be isolated
e. to long for
f. to have a row
g. to look for

Topic 2

Volunteer Work and Literacy Programs

VOLUNTEERS
A Gift To The Community

READING 1

NEW YORK SCHOOLS TO COMPETE FOR READING GRANTS

New York State will receive $129 million in new federal money to pay for a program designed to improve literacy among young schoolchildren, Gov. George E. Pataki announced Tuesday. The money is the first installment of what is expected to be $460 million over six years for early literacy programs in poorly performing schools, as part of President George W. Bush's education reform bill known as No Child Left Behind. The money will be paid in grants to schools that receive federal poverty aid, for reading programs that have a record of helping children, Richard P. Mills, the state education commissioner, said at a news conference. [A]

Sixty percent of the money will go to New York City schools, 20 percent to the four other big city districts – Buffalo, Rochester, Syracuse and Yonkers – and 20 percent to other schools around the state, Mr. Mills said. But within those categories, the 118 school districts and 17 charter schools **eligible** for the money will have to compete for it, he said. [B]

To get the money, districts must use programs with a **"scientifically sound"** approach to reading, said Brian Jones, general counsel to the federal Education Department, who was at the news conference with Mr. Mills and Mr. Pataki. The aim of this requirement was to make sure the money was not spent on "chasing after the latest fad," Mr. Jones said, but rather on "scientifically based reading programs that have a demonstrated success rate." "The federal government does not have a list of acceptable programs," he added.

The No Child Left Behind act, the centerpiece of President Bush's education agenda, requires that states test students in reading and math every year in grades three through eight, and break down the results by race, ethnicity, income and disability. If students in any category fail to make sufficient progress for two years, the school is deemed "in need of improvement," and parents may transfer their children to more successful public schools immediately. States must send assistance to the struggling schools, and if they fail to improve after five years, schools can be shut down and reopened with new management.

[C] Since President Bush took office, aid to poor school districts has increased to more than $12 billion from $8.5 billion. But critics have charged that the federal aid has been far less than states were led to believe they would receive when the law was passed. Assemblyman Steven Sanders, Democrat of Manhattan, who heads the Assembly's Education Committee, said the money announced Tuesday is a **pittance** compared to the cost of the new law. [D]

"That $130 million, in the context of overall education spending in New York State, is window dressing," Mr. Sanders said. "This state spends $32 billion on education. The federal money is just a drop in the bucket." But at the news conference announcing the grant, Mr. Pataki asserted that the grant was proof that the federal government was committed to spending money to help schools improve, and thanked federal officials for "not just passing a program and telling states what to do, but for providing the resources that allow us to do this."

(Adapted from www.nytimes.com)

Questions 1 – 5

Choose the appropriate letters (A – D) to complete the sentences or to answer the questions.

1. The word "eligible" is closest in meaning to ____.

   A. capable B. qualified C. looking D. asking

2. What does the phrase "scientifically sound" imply?

   A. The reading program must be research-based.
   B. The reading program should be generated from the teaching context.
   C. The reading program is practical.
   D. The reading program should meet students' needs.

3. What of the following is the word "pittance" closest in meaning to?

   A. slice B. drop C. gift D. pay

4. Circle *four* factors that are used to classify the test results of the students.

   A. earnings B. race C. score
   D. disability E. success rate F. background

5. The sentence "The law also promises more federal aid for struggling schools." can be inserted into ________.

   A. [A] B. [B] C. [C] D. [D]

Questions 6 – 8

Answer the following questions.

6. Where were people first announced about the reading grants?

   ____

7. How is the school labelled if too little development is recorded in two years?

   ____

8. Does the federal government keep a record of the reading programs in the New York State?

   ____

Questions 9 – 14

Complete the text below, which is a summary of the passage. Choose your answers from the Word List below. There are more words and phrases than spaces, so you will not have to use them all. You may use each word or phrase only once.

Word List

negotiate
talk
poorly
two-year
well
evident
yearly
grant
news
poor
aid
semester
evidence
performance
money
progress
compete
weekly
important
scientific

No Child Left Behind Act refers to an education reform bill initiated by President George W. Bush. It aims to help young schoolchildren to improve their literacy, firstly in New York State. To receive this financial (9)____________, the schools are about to (10)__________ with each other in providing scientifically sound reading programs. This education agenda also asks the states to evaluate their students' reading and math capacity on a (11)__________ basis. If not or little (12)__________ is recorded within 2 years in a school, the children are recommended to move to other successful schools. (13)__________ functioning schools will have to shut down if they fail to upgrade over a five-year period. Although some people believe the money is only a pittance compared to the cost of the new law, it is (14)___________ that the federal government was making attempts to assist the schools to develop themselves.

Questions 15 – 19

Match the amount of money (15 – 19) with its objectives (A – F) that it is used for. ONE objective is the extra.

15. 32 billion
16. $460 million
17. 130 million
18. 129 million
19. 8,5 million

A. money for the first stage of the reading programs
B. financial aid to the schools around New York State
C. support to the four big city districts in New York State
D. the total amount for the literacy programs
E. expense spent on general education in New York State
F. money given to the poor school districts before President George Bush took office.

Questions 20 – 25

Choose one (A – H) from the list of phrases to complete each sentence (20 – 25) below. There are more phrases than sentences, so you will not need to use them all. Use each phrase once only.

20. A new managery board ____________________
21. Critics ____________________
22. Mr Pataki ____________________
23. Brian Jones ____________________
24. Richard Mills ____________________
25. Steven Sanders ____________________

List of phrases

A. was grateful for the support from the federal government
B. is going to take over the education training programs
C. believed the grants would be much bigger when the new law was passed
D. argued that the financial aid was very little
E. stated that schools which have historically supported the children would get the support
F. worked for the federal Education Department
G. is expected when the schools do not improve themselves
H. is the key to the success rate of the school

READING 2

WILDLIFE CONSERVATION VOLUNTEER OPPORTUNITIES

Read the advertisements about volunteer opportunities. Decide which of these programs (A – E) might be appropriate for the following people. There may be more than one option that matches the group or the person. If there is no suitable option from the advertisements, write No.

1. We wish to explore Asian cultures as part of the volunteer program we are going to join.
2. I'm particularly interested in searching for the remains of the past.
3. My plan is to support the local ecotourism in guide services and food.
4. My wish is to travel to Greece and visit the architectural masterpieces of this beautiful country when I'm a volunteer.
5. I only have a three-week summer vacation and want to be involved in a wildlife program.
6. My target is to help local people understand the benefits of wildlife and create a change.
7. I'm good at IT so I can help to design websites on conservation programs.
8. The endangered species need our conservation so that's a reason why I want to be part of a wildlife program.
9. I want to teach English to the children in the countries I go to as a volunteer.
10. I wish my job could involve translating and proofreading materials about the wild animals.
11. I love animals and also wish to earn some money during my summer vacation.
12. For me, the most exotic destination will be the Amazon forest with a variety of animals and plants.
13. My partner and I want to participate in wildlife surveys and scuba diving in Thailand.
14. Some European countries are my targeted places in the next volunteer program.
15. Working in a team for a conservation program would be the best idea for me.
16. I'm currently looking for a job that can help improve my data collecting skills.
17. We'd love to be engaged in sea animal projects.
18. I wish to go to Africa and work with the big elephants about which I often read from books.
19. My group and I are going to operate an animal conservation center so we want some managerial experience in a wildlife project.
20. I'd like to volunteer for any responsible ecotourism projects which are beneficial for the natural habitat of the animals.

Consider becoming a wildlife conservation volunteer if you would like to try something really different and worthwhile on your next vacation and would like to combine your love of animals with exotic destinations.

A– Volunteer Adventures

Volunteer Adventures offers you the opportunity to volunteer with wildlife in countries such as Bolivia, Guatemala and Costa Rica. You might be able to work with lion cubs in South Africa, Andean bears in Ecuador or bats in Australia. In addition to wildlife conservation projects, Volunteer Adventures offers programs to teach English in various countries, programs for youth outreach and programs in AIDS prevention. Part of your fees is donated to Volunteer Adventures' partner non-profits around the world. For more information, visit the Volunteer Adventures website.

B– EarthWatch Institute

EarthWatch Institute, an international non-profit organization, offers you the opportunity to join a team of four to ten people to assist with wildlife conservation as a volunteer. You can work on projects in Alaska, Greece, Brazil, Madagascar, Australia or Kenya. Look for signs of brown hyenas or study meerkats in South Africa. Document elephants in Kenya or monitor nesting Costa Rican sea turtles. Track dolphins and whales off of Abaco Island. EarthWatch Institute also offers programs involving climate change, paleontology and archeology. For more information, visit the EarthWatch Institute website.

C– African Conservation Experience

African Conservation Experience offers volunteer projects throughout the year for stays ranging from 2 to 12 weeks. Projects exist throughout southern Africa. You may be able to study white rhino habitats or monitor buffalo. Working with the animals of the Phinda Game Reserve, such as elephants, cheetahs and the very rare Suni antelopes, might interest you as a wildlife volunteer. For more information, visit the African Conservation Experience website.

D– Biosphere Expeditions

Biosphere Expeditions, a non-profit organization, offers wildlife volunteer projects that last from a weekend to several months. You might want to help conduct surveys of snow leopards in Central Asia for two weeks or go to Slovakia to help scientists find out more about the Tatra chamois mountain antelopes, a critically endangered species. Weekend excursions are offered in the UK and Germany. For more information, visit the Biosphere Expeditions website.

E– Volunteer Latin America

There are a number of projects for volunteers who care about wildlife in Latin America. You might want to monitor parrots in the Amazon rainforest for important seasonal data or help run a black howler monkey rehabilitation center to retrain monkeys who were orphaned or kept as pets so that they can reintegrate back into the wild. You can participate in programs that monitor ocelots, pumas and endangered primates. Volunteer Latin America also has programs that can make a difference in local communities. For more information, visit the Volunteer Latin America website.

Topic 3

CELEBRATIONS

READING 1

MOTHER'S DAY

In most countries, Mother's Day is a recent observance derived from the holiday as it has evolved in America. When it was adopted by other countries and cultures, it was given different meanings, associated to different events (religious, historical or legendary), and celebrated in a different date or dates.

The extent of the celebrations varies greatly. In some countries, it is potentially offensive to one's mother not to mark Mother's Day. In others, it is a little-known festival celebrated mainly by immigrants, or covered by the media as a taste of foreign culture.

Australia

In Australia, Mother's Day is celebrated on the second Sunday in May. It is not a public holiday, nor is it known as a holiday. The tradition of gift giving to mothers on Mother's Day was started in Australia by Mrs. Janet Heyden, a resident of Leichhardt Sydney, in 1924. She began the tradition during a visit to a patient at the Newington State Home for woman, where she met many lonely and forgotten mothers. To cheer them up, she rounded up support from local school children and businesses to donate and bring gifts to the women. Every year thereafter, more support was raised by Janet with local businesses and even the local Mayor. It didn't take long for the day to become commercialized as it is to this day.

China

In China, Mother's Day is becoming more popular, and carnations are a very popular gift and the most sold type of flower. In 1997, it was set as the day to help poor mothers, especially to remind people of the poor mothers in rural areas such as China's western region. In the People's Daily, the Chinese government's official newspaper, an article explained that "despite originating in the United States, people in China take the holiday with no hesitance because it goes in line with the country's traditional ethics – respect to the elderly and filial piety to parents."

Israel

It is celebrated on Shevat 30, which falls anywhere between January 30 and March 1. It was set to the same day as the birthday of Henrietta Szold. Henrietta had no biological children, but her organization Youth Aliyah rescued many Jewish children from Nazi Germany and took care of them, and she also fought for several rights of Jewish children. She is considered the "mother" of all those children, and that's why her birthday was set as Mother's Day. It has evolved over time, becoming a celebration of mutual love inside the family and it's called Family Day. It's only celebrated by children at kindergartens, there are no longer mutual gifts among members of the family, and there is no longer any commercialization of the celebration. It's not an official holiday either.

United Kingdom and Ireland

In the United Kingdom and Ireland, there was a celebration called Mothering Sunday, which fell on the fourth Sunday of Lent (3 April in 2011), exactly three weeks before Easter Sunday. By 1935, Mothering Sunday was less celebrated in Europe. The idea was revived by the American soldiers who came to fight in World War II, who celebrated Mother's Day on the second Sunday of May. People from Ireland and UK started celebrating Mother's Day on the fourth Sunday of Lent, the same day on which Mothering Sunday had been celebrated before it disappeared. Some traditions were revived, such as the tradition of eating cake on that day, although they now eat simnel cake instead of the cakes that were traditionally prepared at that time.

Questions 1 – 10

In the reading passage, the countries celebrate Mother's Day in a different way. Match the countries (A – D) with the following statements (1 – 10). For some questions, it might be true to more than one country.

Australia	A
China	B
Israel	C
United Kingdom and Ireland	D

1. Mother's Day is not a holiday in this country.
2. The holiday was initially originated from another country.
3. The holiday is celebrated to honor a woman in history.
4. The day is not commercially organized in the country.
5. People present gifts to each other on this day.
6. The underprivileged women in the society are given support on this day.
7. It used to be a popular holiday a century ago.
8. The day is also a time for the family spirit.
9. The governor of the city takes part in the celebration of the day.
10. The celebration was brought back by the foreigners to the country.

Questions 11 – 20

Complete the sentences by using NO MORE THAN TWO WORDS or A NUMBER from the passage.

11. The most common gift that people buy to give others in China is ________.
12. ____________ are the only ones who celebrate the day in Israel today.
13. By 1935, Mothering Day lost its popularity before it ____________ in United Kingdom and Ireland.
14. The ________ of the Chinese people give honor to the elderly and the parents.
15. Initially, the gifts to women were ______________ by the school children and businesses.

16. In some countries, it is often __________ if Mother's Day is not recorded.

17. In 2011, the holiday in United Kingdom and Ireland is celebrated on __________.

18. Mother's Day has been officially celebrated in China since __________.

19. Although without __________, Herrietta did a lot of work for the children's rights.

20. According to the writer, Mother's Day in many countries now has evolved in __________.

READING 2

DAY OF THE DEAD

Paragraph 1 **Day of the Dead** (Spanish: *Día de los Muertos*) is a holiday celebrated by many in Mexico and by some Mexican Americans living in the United States and Canada. The holiday focuses on gatherings of family and friends to pray for and remember friends and family members who have died. The Day of the Dead is a time of celebration when eating and parties are common. Due to occurring shortly after Halloween, the Day of the Dead is sometimes thought to be a similar holiday, although the two are celebrated differently.

Paragraph 2 Scholars trace the origins of the modern holiday to indigenous observances dating back thousands of years. In Brazil, *Dia de Finados* is a public holiday that many Brazilians celebrate by visiting cemeteries and churches. In Spain, there are festivals and parades, and, at the end of the day, people gather at cemeteries and pray for their dead loved ones. Similar observances occur elsewhere in Europe, and similarly themed celebrations appear in many Asian and African cultures.

Paragraph 3 The Day of the Dead celebrations in Mexico can be traced back to the indigenous cultures. Rituals celebrating the deaths of ancestors have been observed perhaps for as long as 2,500 – 3,000 years. In the pre-Hispanic era, it was common to keep skulls as trophies and display them during the rituals to symbolize death and rebirth. The festival that became the modern Day of the Dead fell in the ninth month of the Aztec calendar, about the beginning of August, and was celebrated for an entire month. The festivities were dedicated to the god known as the "Lady of the Dead", corresponding to the modern Catrina.

Paragraph 4 People go to cemeteries to be with the souls of the departed and build private altars containing the favorite foods and beverages as well as photos and memorabilia of the departed. The intent is to encourage visits by the souls, so that the souls will hear the prayers and the comments of the living directed to them. Celebrations can take a humorous tone, as celebrants remember funny events and anecdotes about the departed.

Paragraph 5 Plans for the day are made throughout the year, including gathering the goods to be offered to the dead. During the three-day period, families usually clean and decorate graves; most visit the cemeteries where their loved ones are buried and decorate their graves with *ofrendas* ("offerings"). Toys are brought for dead children and bottles of tequila or jars of atole for adults. Pillows and blankets are left out so that the deceased can rest after their long journey. In some parts of Mexico, people spend all night beside the graves of their relatives. In many places, people have picnics at the grave site as well. Some families build altars or small shrines in their homes. Traditionally, families spend some time around the altar, praying and telling anecdotes about the deceased. In some locations, celebrants wear shells on their clothing, so that when they dance, the noise will wake up the dead; some will also dress up as the deceased.

Paragraph 6 In many American communities with Mexican residents, Day of the Dead celebrations are held that are very similar to those held in Mexico. In some of these communities, such as in Texas and Arizona, the celebrations tend to be mostly traditional. For example, the All Souls' Procession has been an annual event since 1990. The event combines elements of traditional Day of the Dead celebrations with those of harvest festivals. People wearing masks carry signs honoring the dead.

Questions 1 – 6

Choose the most suitable heading for each paragraph (1 – 6) from the list (A – I) below.

NB. There are more headings than paragraphs, so you will not use all of them.

A. Observances outside Mexico
B. Why the holiday is celebrated
C. Different ideas of the holiday
D. Similar ceremonies around the world
E. Families and friends celebrate the holiday
F. Beliefs of the Mexican people
G. Origin of the holiday in Mexico
H. Celebrations of the holiday in Mexico
I. The traditions and inter-cultural celebrations

Paragraph 1: ____________________
Paragraph 2: ____________________
Paragraph 3: ____________________
Paragraph 4: ____________________
Paragraph 5: ____________________
Paragraph 6: ____________________

Questions 7 – 14

Do the statements below agree with the information in the reading passage above? Write

Yes	*if the statement agrees with the information in the passage*
No	*if the statement contradicts the information in the passage*
Not Given	*if there is no information about the statement in the passage*

7. **Dia de Finados** is a similar holiday to Day of the Dead in Mexico.
8. Traditionally, the skulls of family members are kept at home to watch over the family and protect them during the year.
9. Before Hispanic era, the skull was seen as a symbol of the winner.
10. The Day of the Dead is also celebrated within the Mexican residents in the U.S.
11. In the past, the celebration of the holiday lasted three days of the Aztec calendar.
12. The activities that take place in celebration of Day of the Dead are not universal.
13. During the event, families and friends often reveal a serious attitude towards the dead.
14. People spend all night beside the graves of their relatives to honor the dead.

Questions 15 – 17

Choose the appropriate letters (A – D) to complete the statements below.

15. People do not __________ during the holiday.
A. wear traditional clothes
B. dress like the dead
C. visit the cemeteries
D. hold parties

16. All of the following words can be replaced by "the dead", EXCEPT ____
A. the deceased
B. the souls
C. the departed
D. the celebrants

17. The word "indigenous" in paragraph 2 has its meaning closest to ____
A. foreign
B. original
C. creative
D. various

Questions 18 – 23

Complete the sentences below. Use NO MORE THAN THREE WORDS from the passage to fill each blank space.

18. Celebrated just a few days before Day of the Dead, ____________ is often mistaken to be a similar holiday.

19. The oldest ritual in the history that had resemblance to Day of The Dead can be found ______________ .

20. Houses of the Mexican sometimes have _______________ which they build up to honor the dead.

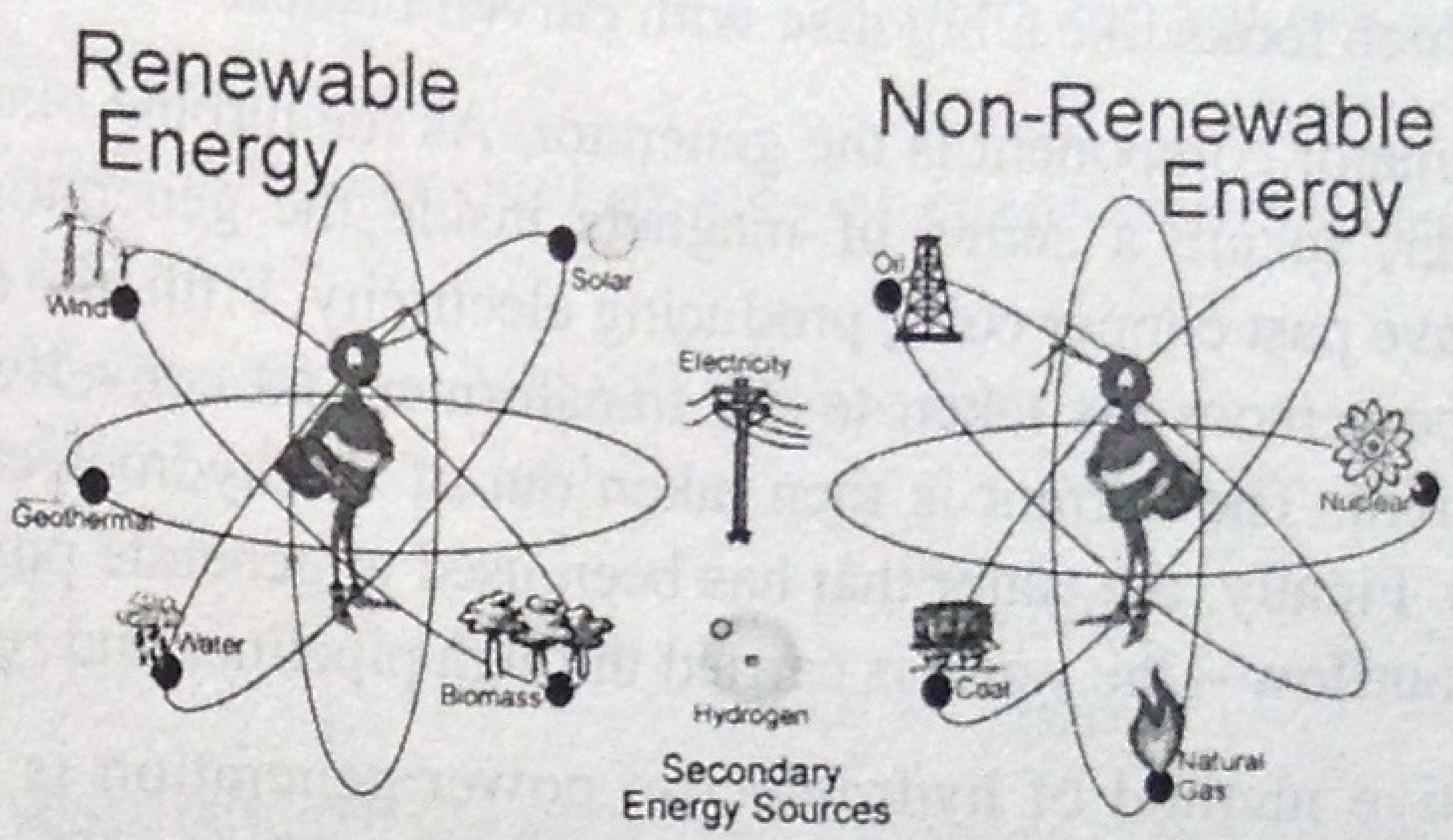
21. During the visits to the cemeteries, the families and friends hope that their ______________ will be heard by the deceased.

22. On Day of the Dead, American Mexican in Texas and Arizona also celebrate their _____________.

23. Since the dead is believed to have travelled a long way to the living, _____________ are laid out for them to have a rest.

Topic 4

SOURCES OF ENERGY



READING 1

HYDROPOWER: THE FASCINATING FACTS

A. Hydroelectricity is a renewable energy source since the water flowing in rivers comes from rain or snow. Worldwide, about 24 per cent of the world's electricity is produced by hydropower plants and more than 1 billion people are supplied with power from these plants. Today, the largest hydroelectric project in the world is the Itaipu Dam on the border of Brazil and Paraguay, supplying approximately 25 per cent of Brazil's power and 78 per cent of Paraguay's power. However, China's massive Three Gorges Dam will be the largest when it has been completed.

B. There are six main components to a hydroelectric power station. First, the dam. Most hydropower plants have a dam to contain water, creating a large reservoir of water behind the hydroelectric station. [■] Dams are usually placed where water descends from a height, as the energy that is generated from water depends not only on the volume but also on the difference in height between the dam and the water outflow. [■] This height difference is called the head. [■] However, some early hydroelectric systems used the flow of water over an existing waterfall, with no dam needed; for example, a large amount of electricity is generated by Niagara Falls. [■]

C. Second, the intake where gates on the dam are opened and water is pulled through the penstock – a pipe that leads to the turbine. Water pressure is built up as it flows through this pipe. Third, and perhaps the most important component, is the turbine. The turbine has large blades, which are moved by the flow of the water and are attached to a generator above **it** through a drive shaft. The most common type of turbine for hydropower plants is the Francis Turbine, which looks like a big disc with curved blades.

D. The fourth major component is the generator. As the turbine blades are moved by the water, so are a series of magnets inside the generator. These giant magnets move past copper coils, producing electricity. Fifth, the electric current inside the powerhouse is taken to the transformer and converted to a higher-voltage current. The current is then taken out of the hydroelectric station via power lines. Finally, the water that has been used to generate power is released through an outflow – the water is carried through pipelines and rejoins the river.

E. An alternative method of hydroelectric power generation is via a pumped storage plant. An example of this is Dinorwig in Wales. This requires two reservoirs: an upper reservoir where water is stored to provide power; and a lower reservoir after being used for power generation. Using a reversible turbine, water is pumped back up to the upper reservoir when the demand for electricity is not as great. The advantage of this kind of hydroelectric power station is that electricity can be generated at times of greatest demand.

(Adapted from Achieve IELTS)

Questions 1 – 8

In the passage, four hydroelectric systems have been mentioned. Complete the following table of information about them by filling each blank with a number or three words taken from the passage.

Itaipu Dam	Three Gorges Dam	Niagara Falls system	Dinorwig
– provides (1)_______ per cent of Brazil's power	– is constructed in (3)__________	– uses the (5)______ over a current waterfall	– is located in (7)__________
– will become the second (2)_____ when another dam is finished	– is the country's (4)_______ hydroelectric project	– produces (6)________ of power	– power is generated through a (8)__________

Questions 9 – 12

Choose the best answer A, B, C or D.

9. Look at the four squares [■] that indicate where the following sentence could be added to paragraph B.

   For this reason, dams are built as high as possible to produce the maximum electrical energy.

   Where would the sentence best fit? Choose the square [■] where the sentence should be added to the paragraph.

   A. 1st square B. 2nd square
   C. 3rd square D. 4th square

10. According to paragraph C, all of the following are true about the turbine EXCEPT

    A. Its most common kind is the Francis Turbine.

    B. It is possibly the most important component to a hydroelectric system.

    C. It is directly attached to a generator.

    D. It has large blades.

11. The word "it" in paragraph C refers to ______.

    A. the blade B. the turbine
    C. the generator D. the shaft

12. According to paragraph D, which of the following are true about the electric current inside the powerhouse?

    A. It is converted to a higher-voltage current by the transformer.

    B. It is produced when the giant magnets move past copper coils.

    C. It is taken out of the hydroelectric station via power lines.

    D. All of the above

READING 2

WIND POWER

A. As of 2008, Europe leads the world in offshore wind power, due to strong wind resources and shallow water in the North Sea and the Baltic Sea, and limitations on suitable locations on land due to dense populations and existing developments. Other large wind power markets, including the U.S. and China, focus on land wind resources where construction costs are lower, but coastal population centers in many parts of the world are close to offshore wind resources, which would reduce transmission costs.

B. Wind power is the fastest growing energy source. In 2007, the countries with the highest total installed capacity were Germany, the United States, Spain, India, and China. In 2010, experts expect 160GW of capacity to be installed worldwide, an anticipated net growth rate of over 21% per year.

C. Wind turbines have been used for household electricity generation together with battery storage over many decades in remote areas. Isolated communities that otherwise rely on diesel generators may use wind turbines to reduce diesel fuel consumption. Individuals buy these systems to reduce their electricity bills, or simply to generate their own clean power. Increasingly, U.S. consumers are buying grid-connected turbines in the 1 to 10 kilowatt range to power their homes. Household generator units of more than 1 kW are now used in several countries, and in every state in the U.S.

D. Grid-connected wind turbines can use grid energy storage. This means purchasing energy from the grid, and selling energy to the grid when available (when the wind is blowing). Off-grid system users either adapt to intermittent power or use batteries, photovoltaic or diesel systems to supplement the wind turbine.

E. Wind power available in the atmosphere is much greater than current world energy use. The most comprehensive study to date found that wind power on land and near-shore had the potential to supply over five times the world's current total energy use.

F. In the United States, wind power receives a tax credit for each kilowatt-hour produced, and other tax benefits. Some countries also provide incentives for wind turbine construction, such as tax credits or minimum purchase prices for wind generation, with assured grid access. These prices are typically set above average electricity prices.

G. Wind power consumes no fuel for operation, and operation produces no air pollution, unlike fossil fuel power sources. Wind power plants consume resources in manufacturing and construction. During manufacture, steel, concrete, aluminum and other materials have to be made and transported using energy-intensive processes, generally using fossil energy sources. The initial carbon dioxide emissions "payback" is thought to be between 3 and 13 months, according to a variety of sources.

H. Danger to birds is often the main complaint against wind turbines, but studies show that the number of birds killed by wind turbines is negligible compared to the number that die due to other human activities, especially the environmental impacts of using non-clean power sources. The Audubon Society supports wind energy, saying birds are over 10,000 times more likely to be killed by other human-related causes than by a wind turbine.

(Adapted from http://www.abcteach.com/free/r/rc_windpower.pdf)

Questions 1 – 5

The words in column A are taken from the reading passage. Match them with their appropriate meaning in column B.

A	B
1. transmission	a. stopping and starting often over a period of time, but not regularly
2. grid	b. process of passing something from one place to another
3. intermittent	c. gas, etc. that is sent out into the air
4. incentives	d. a system of electric wires for sending power over a large area
5. emissions	e. things that encourage you to do something

Questions 6 – 12

The reading has 8 paragraphs, A – H. For questions 6 to 12, decide which paragraph contains the following information. Write a letter A – H next to each piece of information.

6. Receiving financial support for constructing wind turbines
7. Countries with the highest total installed wind capacity
8. Sources used to construct wind power plants
9. Increasing use of wind power in households
10. A research finding about wind power available
11. Reasons for birds' death
12. Offshore and on land wind power

Questions 13 – 20

Do the following statements agree with the information given in the reading? Write

TRUE	*if the statement agrees with the information*
FALSE	*if the statement contradicts the information*
NOT GIVEN	*if there is no information on this*

13. Some countries do not construct wind power plants because of high construction and transmission costs.

14. Wind power has been familiar to communities in remote areas for many decades.

15. Customers using grid-connected turbines can buy energy from and sell energy to the grid.

6. Consumers of off-grid systems can rely totally on the wind turbine power.

17. Although wind power plants create no pollution when operating, their construction and manufacture uses non-renewable resources.

18. Wind turbines cause death to a much smaller number of birds in comparison with other human-related causes.

19. Wind turbines can provide the world with enough power in 2011.

20. Dense population is one of the reasons why countries in Europe opt for offshore wind power.

Topic 5

ENTERTAINMENT

READING 1

THE SAHARA FILM FESTIVAL

Questions 1 – 7

You are going to read an article about the Sahara Film Festival. Seven sentences have been removed from the article. Choose from the sentences A – G the one which fits each gap (1 – 7).

After a bumpy 225 km drive from a meagre airstrip in Tindouf, south western Algeria, a sprawling single-story town begins to emerge from the desert's dust. As the sun climbs in the cloudless sky, visitors are rewarded with their first glimpse of Dakhla refugee camp. It isn't the most obvious setting for a film festival, but for seven years, just before the glitz and glamour of Cannes, the Sahrawi people of Dakhla have hosted actors and film-makers from around the world for this six-day event. This year, for the first time, direct flights were laid on from London, giving the opportunity for overseas visitors to play a part in this extraordinary occasion. (1)__________.

Western Sahara, Africa's last colony, was taken over by Morocco when the Spanish withdrew in 1976, despite a ruling from the International Court of Justice. This was followed by a brutal 16-year war, during which time tens of thousands of Sahrawis fled across the Algerian border to refugee camps. (2)____________. However, almost twenty years later, the gears of diplomacy have turned slowly and nothing has happened. Meanwhile the refugees have been left stranded in five refugee camps dotted around the vast, inhospitable desert.

Dakhla, home to nearly 30,000 of these refugees, is the most remote of these camps, being located 175 km from the nearest city. (3)___________. Temperatures regularly top 120 degrees, there is minimal vegetation and there are frequent sandstorms. Locally it is known as the Devil's Garden. Despite these obvious setbacks, the town is clean and well organised, with wide sandy streets. (4)____________. There are hospitals, funded by aid agencies, and a good standard of education. For the duration of the festival, an articulated lorry is parked in the central compound, and a multiplex-sized screen is mounted on its side. Around it are stalls and tents housing workshops and exhibitions.

The aim of the festival is to raise international awareness on the plight of the refugees. (5)___________. It is hoped that it might foster a new generation of Sahrawi film-makers, especially as this year, the festival also celebrated the opening of a permanent film, radio and television school in a neighbouring camp.

The program of films for this year included over forty films from around the world. Films range from international blockbusters to various works on and by the Sahrawi people. (6)___________. However, the runaway favourite was 'a Victime', a documentary about Ibrahim Leibeit, a 19-year-old Sahrawi who lost his leg to a land mine last year.

Films are screened at night, so the daytime is taken up with exhibitions, camel races and football matches. One afternoon the London-based charity 'Sandblast' put on a joint workshop with a film-maker, giving refugees the opportunity to learn about film-making and create their own video messages. (7)__________. Helen Whitehead, a film-maker from London said,

'Working together really broke down language and cultural barriers. It was very rewarding, and we came across some real talent.'

A. Houses and tents are grouped in neat family compounds.

B. However, it also offers a rare chance for the refugees to go to the movies and experience some educational opportunities.

C. But despite the energy and excitement, the background to the film festival is a serious one, as the Sahrawi people have been living for thirty years in this isolated desert outpost, having been forced to flee their native Western Sahara.

D. In 1991, a ceasefire agreement was drawn up, in which a referendum on self-determination was promised to decide the fate of the country and its people.

E. Unlike its namesake, the beautiful coastal city in Western Sahara, this has no paved roads and is entirely dependent on outside supplies for food and water.

F. The themes mostly centre on experiences of struggle and hope, but there were lighter moments, such as an animated film for the children and a flash of Rachel Weisz's naked bottom during the ancient Egyptian epic Agora which proved to be a highlight for many older boys.

G. These were put online so that their extended families in Western Sahara, from whom they have been separated for more than 33 years, could watch them.

Questions 8 – 15

Complete the summary of the passage below. Choose NO MORE THAN THREE WORDS from the passage for each answer.

Prior to the (8)_______ Film Festival, actors and film-makers from around the world gather at Dakhla which is (9)_________ from the south western Algeria in Africa. This refugee camp, known as (10)_________ by the local people, has hosted the Sahara Film Festival for (11)_________. Although it has no paved roads and totally relies on the outsiders for water and food supplies, the town itself can provide necessary facilities to hold (12)_________. The primary purpose of the festival is to help the world understand more about the refugees. This year, it also witnesses the opening ceremony of a film-making (13)_________ which might facilitate the next (14)_________ of the Sahrawi film-makers. (15)________ films which depicted the theme 'struggle and hope', both international and local, are competing for prizes.

Questions 16 – 17

Answer the following questions.

16. How long does the Sahara Film Festival last?
17. How many refugee camps are located on the Sahara desert?

Questions 18 – 22

Do the following statements agree with the views of the writer in the reading passage? Write

TRUE	*if the statement agrees with the writer*
FALSE	*if the statement contradicts with the writer*
NOT GIVEN	*if it is impossible to say what the writer thinks about this*

18. Before the Sahrawi people moved to the refugee camps, Western Sahara was their motherland.
19. After the ceasefire agreement, the war ended and the Sahrawi people could decide their own future.
20. More than 30,000 people now inhabit the Dakhla refugee camp.
21. People could hardly grow anything on the desert as there was almost no rain.
22. The refugees have been away from their families for more than 30 years.

READING 2

BAND FEVER

Questions 1 – 15

You are going to read a newspaper article about young pop stars. For questions 1 – 15, decide which person (A – E) agrees with the following statements.

Which person says ...

1. they kept their idea of a band a secret?
2. there are more expectations from the audience in order to become a successful band?
3. they didn't mind if they got bad reviews?

4. they were successful in a music contract after continuous negative feedback?
5. they chose a different career before they joined in a band?
6. it's important to think beyond just singing?
7. their boss appreciated their hard work?
8. they believed the first days of the career were the best?
9. they had to ask others to give them another chance?
10. it takes efforts to change people's assumptions of a band?
11. their good looks attracted other people at first sight?
12. they became successful because many people talked about their song?
13. they felt close to the people who worked with the band?
14. it was all a sudden that they became a successful band?
15. they will be working in the music industry for a long time?

BAND FEVER

We have asked five young pop stars, each from a different band, what it's like to be in a band.

A – Nat

I heard an advert on the radio for a band audition. I love singing but only really ever did it on the karaoke. But I went, and I got in. People think it was easy for us, but they realize that we didn't have a record deal for ages. We sang in all kinds of places to start with. Our producer always wanted effort from band members rather than good looks and even talented singers and I know now that was a right emphasis. He even sacked me twice for messing around. I remember him shouting: "I don't work with people like that". Thankfully, he listened when I begged him to take me back and before long we became famous. It doesn't matter what the newspaper says about your music – that's just life. When you're up there and you hear the fans scream when they recognize a song – that's the best feeling in the world.

B – Alex

I'd trained to be a footballer, kicking a ball from dawn to dusk, so I missed watching all the music programmes on TV. Then I became a model and one day a record manager came to me and said: "You've got a great face. Can you sing?" Singing seemed an odd thing to do, so I said: "Not at all." Then I did an audition and suddenly I was in a band. At first, I didn't know what had hit me because it all happened in such a rush. I was going out spending a fortune. My advice to bands would be: remember how the world really works, and never forget where you came from. You could easily end up back there.

C – Morgan

When I was 15 I was obsessed with forming a band, but I didn't tell my mates straightaway because I didn't want them to tease me. I plotted in my head, wrote songs and hassled John Matthews, a manager who had looked after some successful bands, just sending him tapes. He said I was rubbish so many times, but as he'd taken the time to reply, I stuck at **it**. One day I sent him a song called Heavy. He loved it – and it all went crazy from there. He got us reviewed in the magazine Smash Hits, then we got a record deal, and we were on road shows and TV, like something amazing, weird dream. What would I say to a new band? Enjoy the days when you're starting out – they're the best: coming up, getting down.

D – Jules

So much has changed since we started. We've got bodyguards now and a whole team who travel with us. To outsiders, it's strange, but we depend on them and it's like gaining a new family. Bands are different nowadays. Fans won't just accept singing groups who follow dance routines. They'll still argue over who's their favorite in the band, but they expect you to write your own songs and be original. That's good because we're getting older as well, and getting into different stuff. I love it when we write songs influenced by other groups, and our fans start to listen to their music as well. My advice to bands would be – to keep level-headed, but think about how you can branch out – it's not enough just to sing. Your fans will grow with you but you've got to move with them, too.

E – Guy

We didn't like being called a boyband even when we started. When we had our first big hit, it was a word-out-of-mouth thing: it took its time climbing the charts. But once you've thought of in a certain way – as a bunch of boys singing love songs, wearing nice clothes – then that's that. You've got to fight to be thought of differently. I'll be making music till I'm old and grey, partly because I don't know what else I'd do, partly because I've known what it's like to stand before a huge audience and feel that incredible rush. My advice to bands? Enjoy every moment!

Questions 16 – 20

Choose the appropriate letter (A – D) which best fits the statements or answers the questions.

16. What does the word "sacked" in paragraph A mean?

A. fired B. employed C. shouted D. hit

17. What can the word "obsessed" in paragraph C best replaced by?

A. interested B. dominated C. passionate D. distracted

18. The word "level-headed" in paragraph D is closest in meaning to ____.

A. calm B. excited C. easy-going D. patient

19. What does "it" (in bold) in paragraph C refer to?

A. the formation of a band

B. the manager's reply

C. the time the manager spent to reply

D. the song he wrote

20. What is true about Alex?

A. He appreciated the time before he became a band member.

B. His success was taken for granted.

C. He could not sing.

D. He did not have time to watch TV before.

Part C
GRAMMAR - LEXICOLOGY - PHONOLOGY

TOPICS	GRAMMAR	LEXICOLOGY	PHONOLOGY
1. Friendship and Personal experience (Units 1+2: Personal experience + Friendship	– Verb form review – Linking words	– Friendship-related vocab – Descriptive adjectives – Sense verbs describing personal experience	
2. Parties and celebrations (Units 3–7: Parties + Celebrations)	– Base form/ To-/ Ing-form of verb – Modal perfect – Conditional sentences	– Celebration-related vocab – Compound noun: noun + noun.	
REVIEW 1			
3. Volunteer work	– Reported speech: comparisons between direct speech and indirect speech	– Volunteer work related vocab – Adjective derived from noun.	
4. Population and illiteracy	– Gerund and present participle – Perfect gerund and perfect participle – Restrictive and non-restrictive relative clause	– Vocab about social issues – Words to describe trend in graph.	
REVIEW 2			
5. Nature and Sources of energy (Units 9–10: Nature in danger + Sources of energy)	– Reduced relative clauses – Relative clauses with prepositions	– Nature-related vocab – Suffixes – Latin prefixes (bio-)	
6. Competition and Games (Units 5–11: The Asian Games + Competition)	– Omission of relative pronouns	– Words related to sports – Compound noun (in general and compound noun formed from phrasal verbs)	
REVIEW 3			
7. Hobbies + Entertainment (Units 12–13: Hobbies + Entertainment)	– Cleft sentences (in the passive) – Agreement of subject and verb – Both ... and – Either, neither – Modal auxiliaries: can, could, be able to	Word derivation (noun derived from verbs)	
8. Wonders of the world and well-known places (Units 15–16: Wonders of the World + An English-speaking world)	– The passive construction It is said that ... – Comment tags/ comment clauses & question tags	– Words about places – Compound adjectives	
REVIEW 4			

Unit 1

FRIENDSHIP & PERSONAL EXPERIENCE

PHONETICS

I. Choose the word whose stress pattern is different from the others'.

1. A. detention B. usually C. depression D. emotion
2. A. unsociable B. interest C. gradually D. empathize
3. A. satisfaction B. romantic C. conservative D. indifferent
4. A. enthusiastic B. embarrassing C. retreated D. inadequate
5. A. extremely B. forgettable C. experience D. opportunity

II. Choose the word whose underlined part is pronounced differently.

1. A. feather B. leather C. feature D. measure
2. A. practising B. amusing C. advertising D. arising
3. A. geology B. psychology C. classify D. photography
4. A. walks B. begins C. helps D. cuts
5. A. idiom B. ideal C. item D. identical

VOCABULARY

I. Complete these magazine horoscopes by choosing the correct options given.

1. Capricorn 22 Dec – 19 Jan

Relations are *cordial/ sincere* at work but they could be better. It will take hard work to remain on friendly *terms/ relationship* with everyone, but it will be worth the effort.

2. Aquarius 20 Jan – 19 Feb

A complete stranger comes into your life and friendship quickly *develops/ augments*. However, a close *confidant/listener* is uneasy and advises you to *put/spare* some distance between yourself and the new comer.

3. Pisces 20 Feb – 20 March

It takes a long time to *win/obtain* someone's trust, so when somebody *abuses/ deceives* that trust it hurts. It's going to take a lot of effort to make the relationship *work/recover*. Is it worth it? Yes.

4. Aries 21 Mar – 19 Apr

Someone *takes/puts* something you say the wrong way. A good *relationship/ bonding* breaks down, but don't worry, a heart-to-heart chat will soon help to heal the *rift/dispute*.

5. Taurus 20 Apr – 20 May

It's a good time for you to *forge/produce* new relationships. But only *devote/spend* your energies to those you feel will *stand/pass* the test of time. You may need some *stable/fixed* relationships in your life, so don't let yourself get on bad terms with those around you.

II. Complete each of the groups of three words about personality and emotion with a word that is similar in meaning by choosing from the options (A, B).

1. angry, furious, livid, __________
   A. irate B. copious
2. bulky, clumsy, unwieldy, __________
   A. cumbersome B. fervent
3. mean, tight-fisted, miserly, __________
   A. stingy B. copious
4. hasty, rash, impulsive, __________
   A. valiant B. impertuous
5. noisy, boisterous, vociferous, __________
   A. clamorous B. paltry
6. shy, sheepish, bashful, __________
   A. coy B. frugal
7. aggressive, militant, hostile, __________
   A. belligerent B. perilous

8. cunning, artful, sly, __________

A. discrepant B. wily

III. Put the following words about moods or states into the correct sentences.

relieved giddy unconscious depressed stiff
weary peckish preoccupied thrilled furious
listless drowsy

1. My father was ________ when I told him that I had crashed his car, I don't think I have ever seen him so angry.
2. After walking for 6 hours, we were so _____ that we couldn't go on.
3. I always feel ______ when I look down from the top of a high building.
4. My legs are really _______ after all that running that we did yesterday.
5. The boxer hit his opponent so hard that he was knocked ______.
6. I feel a bit _______. Do you mind if I help myself to a sandwich?
7. I hate the heat. It makes me feel so ______, I just don't want to move or do anything.
8. Lying in the sun made me feel very __________.
9. She was really ____ when she heard that she had got the job.
10. I spoke to her, but she was too _____ to notice me.

GRAMMAR

I. Choose the proper form in italic to complete the sentence.

1. Somebody *smoked/ has smoked* all my cigarettes. The packet is empty.
2. By the end of the month I'll *be/ have been* in this college for 3 years.
3. When Ann *had come/ came* back from the beach, she *looked/ was looking* very red. She had *been sitting/ sat* in the sun too long.
4. I *was just going to/ would just* cross the road when someone shouted "Stop".
5. The room was empty but there *was/ had been* a smell of cigarettes. Somebody *had been/ was* here.

6. *Will you be using/ Will you use* your bicycle this evening? No, you can take it.
7. I *heard/ hear* Ann *has won/ had won* a lot of money. What *is/ will* she *going to do/ do* with it?
8. Bill *is phoning/ has phoned* his girlfriend again. That's the third time he's *been phoning/ phoned* her this evening.

II. Give the correct form of the verbs in brackets.

1. When I (meet) _____ her two days ago, she (tell) ________ me that she (come) _____ back from New York.
2. He (write) _____ a letter to his family for half an hour. Now he (post) _____ it.
3. Here is the news. The Home Office (announce)_____ that the two prisoners who (escape) _______ from Dartmoor prison earlier this morning (give themselves up) ____________ to local police.
4. Bill (get) ______ that new job, but he (complain)______ about it ever since.
5. Sam (not receive) ______the parcel the last time I (speak)_____ to him.
6. I (consider) ____(buy) _____ a car, but now I (change) _____ my mind.
7. When you (feel) ______ hungry, room service (bring) _______ you whatever you (want) _____.
8. As soon as he (have) _______ a good look at the designs, he (send) ______ them back to you. (Not worry)__________.

III. Put each verb in brackets into an appropriate tense.

Ask hundreds of people what they 1._______ (do) on a certain day in August next year, or the year after and there 2._______ (be) only one reply. Provided of course that the people you 3._______ (ask) 4._______ (belong) to the Elvis Presley fan club. Although the King of Rock and Roll 5._______ (die) nearly two decades ago, his fans 6._______ (meet) every year since then outside his home in Memphis, Tennessee, to show respect for the singer they 7._______ (love) so much. Fans like Jean Thomas, from Catford in South London. Jean 8._______ (visit) Gracelands, the house where Elvis 9._______ (suffer) his fatal heart attack, twice in the past five years. "The first time I 10._______ (borrow) the money from my mom, as I 11.______ (not work) then. But two years ago I 12.________ (get) married and since then I 13.________ (work) in my husband, Chris's garage. Chris and I 14.________ (go) together last year, and we 15.________ (think) of spending two or three months in the USA next year. I 16.________ (always want) to visit some of places where Elvis 17.________ (perform) like Las Vegas for example. Jean says that Elvis 18.______ (be) her obsession ever since she 19.________ (be) ten years old, and she 20.__________ (own) every single one of his records, good and bad.

IV. Decide whether the tense underlined is suitable or not in the context given. If it is not, write the correction.

1. The train *ground* to a halt at a small station miles from London and it *became* apparent that the engine *had broken* down. Everyone *was getting* their cases down from the luggage racks, and we *were waiting* on the platform in the freezing wind for hours until the next train *had turned up*.

2. The other strange thing about our neighbours Mrs Black *was* that she would never go out if it *was raining*. She used to look up at the sky whenever it *was getting* cloudy, and as soon as even the smallest drop of rain *was falling* she *had scuttled* back into her house and *was locking* herself in her bedroom.

3. Inspector Gorse *was* in touch with Thames Valley Police six months before Professor Dowson *was disappearing* because professor's wife Jean *would write* to him, accusing her husband of plotting to murder her. And now it was the professor who *disappeared* Gorse *considered* what his next step would be when the phone rang. It was Sergeant Adams from Thames Valley. A fisherman *discovered* a body in the Thames near Reading and it fitted the description of the professor.

V. Correct any mistake about *linking word* in each sentence if necessary.

1. Much as I approve of her enthusiasm, I'm worried she'll overdo her weight training.
2. He doesn't all the same know what he's talking about.

3. She would love the opportunity, although it seems unlikely at the moment.
4. There are no grants available. Nevertheless, you may be awarded a scholarship.
5. My first reaction was one of distastes, yet there was an element of humour in the situation.
6. Quiet this spot seems now though, you ought to see it when the tourists are here in August.
7. "Try a bit harder! " "However I don't want to".
8. I can't accept, but it's very kind of you to offer, all the same.

1. __ 2. __ 3. __ 4. __ 5. __ 6. __ 7. __ 8. __

Unit 2

PARTIES & CELEBRATIONS

PHONETICS

I. Choose the word whose stress pattern is different from the others'.

1. A. chopsticks B. hover C. manner D. remove
2. A. locality B. courtesy C. ingredient D. behaviour
3. A. etiquette B. cutlery C. congenial D. diagonal
4. A. entertainment B. traditional C. procession D. expectedly
5. A. repentance B. resolution C. ornamental D. alcoholic

II. Choose the word whose underlined part is pronounced differently.

1. A. dishonour B. historic C. honesty D. rhythm
2. A. infamous B. fame C. stranger D. danger
3. A. trustworthy B. theory C. thesis D. width
4. A. cabbage B. voyage C. massage D. carriage
5. A. choir B. chore C. chemist D. chorus

VOCABULARY

I. Match the beginning of each sentence with its correct half to complete short passages about two festivals. There are more options for 2nd half than needed.

1. Ballynoe Fiddle Festival (18 July)

(i) This fun festival	a. the birthday of Pat Darvey, a famous local musician.
(ii) The village becomes	b. the centre of wild music for the whole day.
(iii) This festival celebrates	c. uphold the annual tradition of playing at the house where Darvey was born.
(iv) This year's special guests include Anne and Ger Downes, who will	d. falls on the third Saturday of July.
	e. tradition, despite opposition.

2. Fire and Light Festival (18 Dec)

(i) It may be winter, dark and cold but the village of Taft will be	a. the women of the village perform dances around the huge fire.
(ii) Wearing long-standing traditional dress,	b. age-old tradition of wearing large, brightly coloured hats and carrying laterns.
(iii) Meanwhile the men keep up the	c. in festive mood on December 18th.
(iv) The event	d. marks the beginning of the festive season.
	e. dating back to the Middle Ages.

II. Choose the correct option to complete the following sentences.

1. Different religions often have ________ feasts depending on the phases of the moon.
A. movable B. moving C. mobile D. moved
2. Jazz and blues are part of the cultural ____ of the southern United States.
A. heritage B. inherit C. asset D. legacy
3. This month some of our students are ____ the festival of Ramadan.
A. obeying B. observing C. celebrating D. commemorating
4. In a break with tradition, this year's festival will ____ modern dances alongside traditional ones.
A. display B. feature C. portrait D. depict
5. The Korean traditional ceremony for ______ the dead is forbidden by the Christian church as it breaks the commandments against idol worship.
A. summoning B. praising C. honouring D. extolling
6. On Halloween, candles are put inside hollow turnips and these turnip lanterns were used to scare away evil ______.
A. spirits B. powers C. images D. kismets
7. In Brazil, some schools ______ their carnival to gods.
A. present B. dedicate C. admit D. delicate

8. On boys' day, known as Children's Day, boys show off weapons and fly banner of carps, a _______ of strength.
A. token B. simile C. symbol D. euphemism

III. Complete the sentences with the expression with *laugh,* in the correct form.

laugh all the way to the bank
a laugh a minute
laugh someone out of it
laughable
laugh up your sleeve
have the last laugh
don't laugh
no laughing matter
laugh in someone's face
don't make me laugh
laugh off
laugh on the other side of your face

1. Although the boxer looked quite badly cut and bruised, he staggered to his feet, _____ his injuries and insisted on continuing the fight.
2. You've decided to give up smoking? _____! You'll never be able to, not in a million years!
3. Have you seen the late-night comedy show on at the Festival theatre? It's really funny, ________.
4. I thought I'd been so clever, getting myself an invitation to dinner at Linda and Peter's, but they _____ when they made me do all the washing-up.
5. Mark's married a wealthy heiress now, has he? He must be _______!
6. You can't possibly sell your house for so little. Really, what your buyer's offering you is _______.
7. The Minister went on with his speech. Meanwhile I was_____, waiting for him to make another embarrassing mistake.
8. You may think being in love is something to laugh at now, but you'll _____ when it happens to you one day.
9. When the probation officer tried to help Charlie, the youth just _______, saying he didn't want any help.
10. Take that smile off your face, Matthew! Bullying is _____ and will not be tolerated.

IV. Supply the compound words corresponding the underlined part of the sentence. (0) is an example.

0. When I arrived, the girl with fair hair came to answer the door. → fair-haired
1. Their style of life is extremely modern. __________
2. Jack loses his temper after just a short time. __________
3. You have to serve yourself in this restaurant. __________
4. We have certainly had some trouble from our neighbour. __________
5. I stood on the step outside the door at the back of the house. __________
6. The sight of the waterfall took my breath away. __________
7. I am not sure which point of view you are taking on this problem. __________
8. When we set out on this project, you knew the risks. __________

GRAMMAR

I. Choose the most suitable word underlined.

1. It's your own fault. You *can't have/ shouldn't have gone* to bed so late.
2. I don't know who rang, but it *could have been/ must have been* Jim.
3. I suppose Bill *should have lost/ might have lost* his way.
4. It was odd that you *should have bought/ would have bought* the same car.
5. I caught a later train because I *had to see/ must have seen* a client.
6. It's a pity you didn't ask because I *could help/ could have helped* you.
7. I tried *taking/ to take* that medicine you gave me but I couldn't swallow it.
8. Sorry I'm late, I had to stop *to pick/ picking* up the children from school.
9. Margaret was slow at school, but she went on *to be/ being* Prime Minister.
10. I never imagined the mountains *to be/ being* so high!

II. Complete each conditional sentence with a suitable word or phrase.

1. That was a narrow escape! If I had ______, ______ broken my leg.
2. Unless Brenda________, ______ lose the race.
3. Thanks for your help with the garden. I ____________ otherwise.

4. If you ______________ then I'd like it back please.

5. I wouldn't accept the job, even ______________ to me.

6. But for Sally, Jim ________________ drowned.

III. Rewrite each sentence so that it contains the word in capitals.

1. If you hurry up, you won't be late. GOING

____

2. If they offered you the job, would you accept? WERE

____

3. If you should notice what's on at the cinema, let me know. HAPPEN

____

4. If you insist on doing everything yourself, of course you feel tired. WILL

____

5. Perhaps they didn't notice the tyre was flat. MIGHT

____

6. They escaped possible injury when the car crashed. HAVE

____

7. A visa wasn't necessary after all. NEED

____

8. Thank you very much for buying me flowers. SHOULDN'T

____

9. I'm sorry I didn't go to university. REGRET

____

10. Winning the football pools meant they could buy a new car. ENABLED

____

IV. Decide whether each sentence is correct grammatically or not and correct if necessary.

1. I'm afraid I just can't face to go into the witness box and tell all the people
A B C
what happened.
D

2. It's no use to tell me all your problem. You'll have to see the student counsellor.
A B C D

3. I don't mind to be interviewed in the street by market researchers but it's just
A B C
not to my liking.
D

4. In my view parents should not let their children to watch too much television.
A B C D

5. Bankers advised the owners of the ailing theme park to reduce charges in a bid
A B C
attracting more visitors.
D

6. The doctor seems to have left a prescription here to you.
A B C D

7. No wondering he was sacked! He seems to have been fiddling the accounts
A B C D
for years.

8. It seems strange to be standing here, having looked out at Sydney Harbour.
A B C D

9. All the report's recommendations need to review in the light of the
A B C
committee's statements to the press.
D

10. I don't think my uncle will ever get used to be at home all day instead of
A B C
going out to work.
D

REVIEW 1

I. Choose the word whose stress pattern is different from the others'.

1. A. adventure B. advantage C. advertise D. adverbial
2. A. imagine B. inhabit C. continue D. disappear
3. A. preferential B. development C. preservative D. congratulate
4. A. potential B. understand C. recommend D. volunteer
5. A. phycisist B. inventor C. president D. property

II. Choose the word whose underlined part is pronounced differently.

6. A. together B. tolerate C. gossip D. foray
7. A. delicate B. concentrate C. private D. accurate
8. A. submarine B. subnormal C. supper D. subjective
9. A. hatred B. wretched C. naked D. asked
10. A. example B. exactly C. exaction D. jazz

III. Choose the best answer to complete each of the following sentences.

11. Many people find Stanley Jordan's music not only entertaining but also _____: listening to it helps them to relax and to ________ the tensions they feel at the end of a trying day.

A. soothing; heighten B. therapeutic; alleviate
C. exhausting; relieve D. interesting; activate

12. He looks very aggressive and threatening, and so his soft, gentle voice is rather __________.

A. disembodied B. disconcerting
C. dismissive D. discordant

13. Two anomalies regarding her characters are apparent: she is unfailingly ____ yet bursting with ambition, and she is truly _____ but unable to provoke reciprocal warmth in those with whom she works.

A. aspiring; generous B. impulsive; resolute
C. persistent; reserved D. humble; compassionate

14. Two friends of mine have decided to get married: I saw the announcement of their __________ in The Times last week.

A. courtship B. betrothal C. engagement D. avowal

15. Her parents tried to _____ a suitable pressure on her to marry someone who could carry on the family business.

A. bring B. take C. bare D. exert

16. They've been going __ for so long now that all their friends expect them to marry soon.

A. dutch B. steady C. berserk D. round

17. I know Grace like the back of my ________.

A. hand B. head C. book D. wardrobe

18. The secretary was ____ to tears by the manager's behaviour.

A. brought down B. diminshed C. reduced D. belittled

19. I have every ____ in your ability to succeed.

A. confidence B. trust C. belief D. persuasion

20. We are indeed sorry to hear of your mother's passing; please accept our sincerest _______.

A. adulation B. concatenations C. condolences D. contortion

IV. Put the following words describing moods, states and feelings into the correct sentences.

drowsy listless terrified offended depressed
winded hoarse nostalgic sympathetic dejected
embarrassed despondent

21. After singing all evening I found that I could hardly talk afterwards – my voice was really _____.
22. My sister was ____ when her friend's Alsatian started barking at her.
23. She was very _____ when I told her that I had lost my job.
24. I felt really _____ when my mother started telling my girlfriend about the strange habits I used to have when I was a child.

25. The centre-forward was temporarily _____ when he was kicked in the stomach going for the ball.

26. He told me that when his wife left him, he felt really _____. Life didn't seem worth living, and he even contemplated committing suicide.

27. When Mary refused to go out with him, John felt really _____.

28. You look _____. Cheer up! Things can't be that bad.

29. Listening to "She loves you" by the Beatles made me feel very _____.

30. My cousin was deeply _____ when I didn't invite him to my wedding.

V. Fill in the blank with one of the idioms.

show one's true colours
off-colour
get a bit hot under the collar
with flying colour
play one's card right

lost cause
have the cheek
call sb names
chalk and cheese
keep one's chin up

31. Trying to make them understand is a _____. They are are so conservative.

32. Laura passed her exam _____. She came top of the class.

33. He _____ when he started making rude jokes about women.

34. I don't know how he _____ to moan about my spelling when his is even worse.

35. You look _____. Would you like me to call a doctor for you?

36. John managed to _____ despite his illness.

37. If you _____ and speak nicely to your father, he might take you to the fair this afternoon.

38. Bert and Tom are as different as _____. It's hard to believe that they are brothers!

39. Those boys are very rude to me. They are always _____.

40. She _____ when a colleague started criticising her work.

VI. Complete the introduction to an article about friendship with ONE suitable word.

Do you have a lot of (41)_____ friends? Are they lifelong friends? Childhood friends? Have you ever met someone and instantly felt that you've made a friend for life? People with a large (42)_____ of friends may well have discovered the secret of a long and happy life, according to recent scientific research which suggests that (43)_____ good friends may actually help us live longer.

For many, the most important friendship is a long-term (44)_____ with a partner or a spouse. However, the research shows that platonic relationships are (45)_____ valuable. Whether your (46)_____ network is made up of firm friends or (47)_____ acquaintances, socialising could (48)_____ positively on your life expectancy.

VII. Think of one word only which can be used appropriately in all three sentences.

49. One doesn't need to be an expert to _____ the beauty of classical music.
He seems confident that houses in this area will _____ in value next years.
I'll always _____ your help and support.

50. Documents of a highly _____ nature are jealously guarded in the archives.
From a young age, she had been _____ to other people's feelings.
The planetarium's telescope is so _____ that only trained specialists are permitted to use it.

51. Eric swam only one _____ of the pool before cramp and fatigue brought his exercise to an end.
The director is renowned for making film that exceed three hours in _____.
She bought a _____ of lilac velvet with a view to making the dress herself.

52. As a trainee, he has to survive on a modest salary, though he _____ a little extra on commission.
The boss _____ them work overtime every day.
A Japanese company _____ the electronic components found in this product.

53. The company was _____ on the principles of trust, integrity and reliability.
It was a good idea to have _____ Information Technology into the syllabus.
By working hard, Bill _____ up his savings and managed to buy a car.

VIII. Put each verb in brackets into an appropriate tense.

54. I (not understand)_____ what you (wait)________ for.

55. (anyone see)_________ my pencil? I (leave)_________ it here somewhere.

56. When he (not arrive)_______ by 6. 00, I (know)_____ he (miss)_______ the bus.

57. Something (tell)_________ me that you (not listen)__________ to a single word I (say)________ in the past ten minutes.

58. What's the matter? (You hurt) _____ your ankle? How (you do)_________ it?

59. Here is the news. The Home Office (announce)______ that the two prisoners who (escape)______ from Dartmoor prison earlier this morning (give themselves up)________ to local police.

60. Recent research (show) _____ that Columbus (not discover)______ America, but Vikings (land) _________ there five hundreds years before him.

IX. Underline and correct one grammar mistake in each line.

I had seen ghosts, I was neither frightened nor convinced about ghost 61_____
had existed. I was about to get up out of my chair and go to bed, when 62_____
there came a sound of pattering in the hall, a sound of bare feet came 63_____
over the polished floor, and while now and then, a foot would slip, and 64_____
I heard claws were scratching along the wood as something lost 65_____
to regained it balance. I was not frightened but uneasy. The pattering 66_____
was coming straight to the room that I was in, then I heard the sniffing 67_____
of expectant nostrils: perhaps 'uneasy' was not the most suitable word 68_____
describing my feelings then. Suddenly a herd of black creatures larger 69_____
than bloodhounds came galloping in. When I had looked into them, 70_____
I knew suddenly what these creatures were: "Dogs not ghosts".
I burst out laughing.

X. Choose the best options to complete the following passage.

CHRISTMAS

Christmas (71)_______ the birth of Christ, who was probably born between 11 BC and 4BC (the death of King Herod, who plays a key role in the events surrounding Christ's birth). Some historians try to (72)______ Christ's birth to the famous star that guided the three wise men. If the stars were the bright light of Saturn and Jupiter in (73)______ with Pisces, it would make the date 7BC; however, if it was Halley's Comet, it would have been 11BC. Christmas as we know it today is really the work of the Victorians combined with a few traditions (74)______ by the royal family from their native Germany. Until that time Easter had always been the most important festival. In 1652 the Puritans actually (75)______ Christmas. A number of (76)______ traditions still survive, such as carol singing, the flames of the Christmas pudding, kissing (77)______ the mistletoe, excessive drinking, and bad luck if the Christmas tree is not (78)______ down before the twelfth night. British people have fun (79)______ crackers over Christmas lunch or dinner. The crackers explode when you pull them and inside you find a silly party hat, a useless (80)______ (such as keyrings, plastic earrings) and a joke or a riddle.

71. A. celebrates B. marks C. commemorates D. remembers
72. A. explain B. attribute C. connect D. contribute
73. A. line B. connection C. par D. conjunction
74. A. imported B. spread C. popularized D. founded
75. A. abolished B. banned C. promoted D. advocated
76. A. pagan B. atheist C. peculiar D. absurd
77. A. beneath B. below C. in D. under
78. A. hung B. moved C. taken D. removed
79. A. pulling B. twisting C. exploding D. making
80. A. item B. gadget C. thing D. stuff

XI. Finish the second sentence so that it means the same as the first sentence.

81. You should make an effort to get out and about more.

It is high time you ______________________________.

82. It seems as if there a slight deterioration in his physical condition.

His physical condition ______________________________.

83. It was overeating that caused his heart attack.

If ______________________________.

84. I will remember the image of the factory chimney collapse in a cloud of smoke and rubble.

I will never forget ______________________________.

85. It was the politician's conspiracy to stir up trouble in his constituency as a ploy to divert attention from his own affairs.

The politician was accused ______________________________.

86. You can't enter the building without the Chief Officer's permission.

You will not be ______________________________.

87. When manufacturing procedures are streamlined, it will result in productivity improvement.

Productivity will ______________________________.

88. Your proposal was not accepted because the councillors were not re-elected.

Had the councillors ______________________________.

89. It might be possible to strike a fantastic deal but you must behave like a tough negotiator.

If you ______________________________.

90. This property has been totally neglected and is in need of major renovation.

Having ______________________________.

Unit 3

VOLUNTEER WORK

PHONETICS

I. Choose the word whose stress pattern is different from the others'.

1. A. reduce B. offer C. apply D. persuade
2. A. inventor B. physicist C. president D. property
3. A. potential B. volunteer C. understand D. commend
4. A. congratulate B. development C. preferential D. servative
5. A. economy B. communicate C. unemployment D. particular

II. Choose the word whose underlined part is pronounced differently.

1. A. enough B. account C. ground D. outwit
2. A. phoned B. called C. cooked D. climbed
3. A. camouflage B. ceaseless C. courage D. carnage
4. A. enough B. courage C. encounter D. nourish
5. A. machine B. cheap C. cherish D. charter

VOCABULARY

I. Complete the following passage using appropriate word in the box. There are more words than needed.

pervasive	counseling	spirit	needy	optimistic	need
motivated	privately	raise	willingness	perseverance	

The do-it-yourself (1)______ is known as ***volunteerism*** in American community and political life. Volunteerism means people helping people through (2)______ initiated, rather than government-sponsored agencies. Volunteers, usually unpaid, are highly (3)______ workers who organize themselves and others to solve particular community problem or meet an immediate social (4)______, rather than waiting for someone else – usually the government – to do it. Volunteerism is

(5)______, arising wherever social services do not cover community needs. When a high school football team requires money for uniforms, parents and students form an athletic association which organizes car washes and bake sales to (6)______ money for uniforms.

Volunteer fund-raising groups step in to help the (7)______ in all spheres. When there are gaps in federal social programs, volunteers provide services such as adult education, psychological (8)______ and legal aid. The (9)______ to participate in such groups is so widespread that six out of ten Americans are members of a volunteer organization. Volunteerism reflects Americans' (10)______ pride in their ability to work out practical solution themselves.

II. Fill the missing adjectives in the sentences below by choosing the suitable option.

1. The kangaroo and koala bear are ______ to Australia.
   A. indigenous B. heinous C. obsolete D. eligible
2. I could never watch an operation; I'm far too____ I even faint when someone has a nosebleed.
   A. dishevelled B. squeamish C. slushy D. sedentary
3. There's nothing you can do, I'm afraid. The committee's decision is ______.
   A. irrevocable B. cursory C. redundant D. implicit
4. He gave a very ______ excuse for being late.
   A. inopportune B. feasible C. plausible D. petty
5. To go to university you have to have the ________ number of A-levels.
   A. avid B. indicative C. requisite D. spontaneous
6. You could tell she had only just got out of bed. She had no make-up on and her hair was ________.
   A. commensurate B. heinous C. dishevelled D. eligible
7. Do you think another members of the Government are ______ in the current scandal?
   A. indigenous B. prevaling C. obsolete D. implicated

8. The ________ noise from the workmen outside my window was beginning to drive me mad.
   A. prolific B. incessant C. implicated D. congested

III. Complete the sentences with the correct adjective form of the words given.

1. His busy schedule made him completely (ACCESS) ________ to his students.
2. He works for UNESCO in a purely (ADVICE) ________ role.
3. Do you think these chilren are (NOURISH) ________? They look very thin.
4. Tourists forget their (CONCEIVE) ________ ideas as soon as they visit our country.
5. Their debt had become a(n) (SUPPORT) ________ burden.
6. Like oil, gas is a fossil fuel and is thus a (RENEW) ________.
7. Even if you are good at a game, you shouldn't be (CONFIDENCE) ________.
8. Tom has to drink (CAFFEIN) ________ because of his illness.

IV. Use the correct form of the word in capital to complete the passage.

Travelling in big cities is becoming more (1)______ TROUBLE every day. Less public transport is now available because of the (2)______ SHORT of staff. Therefore the roads become (3)______ JAM with private cars as people drive to work. Because of the volume of traffic, local councils are forced to give (4)______ PERMIT for more road to be constructed. (5)______ FORTUNE, many houses have to be demolished to make way for the roads. So peole are being (6)________ HOUSE in the suburbs and have to commute to work. This leads to more pressure being put on the (7)________ ADEQUATE public transport system. But travelling by public transport is very (8)______ ATTRACT as there are long delays. The (9)______ FREQUENT of the trains and the buses cause frustration and annoyance. The situation is so (10)______ CHAOS in some cities now that it is difficult to see any solution.

GRAMMAR

I. Match the verbs (a – n) with the appropriate structure (1 – 4). More than one structure may be possible.

a. He promised
b. She suggested
c. We agreed
d. They told
e. She asked
f. He offered
g. She advised
h. He recommended
i. He denied
j. She invited
k. They warned
l. I insisted
m. He threatened
n. I regretted

1. doing it 2. to do it 3. me (not) to do it 4. that I (should) do it

II. Choose the correct alternative to complete these sentences.

1. She suggested *to buy/ buying* the black jeans.
2. He suggested *us another style/ another style to us.*
3. *I promised myself/ I promised to myself* that I would save more money.
4. Your assistant promised *us to refund/ that she would refund* the money.
5. He agreed on *being/ to be* the one to make the speech.
6. He offered *to help me/ me to help.*
7. I recommend *you to pay/ you pay* by credit card.
8. I can recommend *to you the Isa hotel/ the Isa hotel to you.*

III. Put the following words into the correct sentences. Use each word once only.

boasted pleaded demanded complained snapped
shouted suggested stammered inquired whispered
insisted explained

1. "Oh but you can't go yet. You must stay for another drink at least" she ______.
2. "Can you tell me where she lives?" ______ the policeman.
3. "I want my money back!" ________ the irate housewife.
4. "Oh will you two shut up!" ________ the mother to her two children.

5. "I love you Jane" he ________ tenderly.
6. "Help, I can't swim! Help!" ______ the girl as she went under the water the second time.
7. "You see, darling, it's like this" ______ the girl's fiance "I just can't afford to get married at the moment".
8. "Please, don't kill me!" ______ the girl as the hi-jacker pointed his gun at her.
9. "It's not fair", ________ the girl to her mother "I never get invited to parties".
10. "W__w__will you mm. m__marry me?" he ________.

IV. Put the following sentences into indirect speech beginning as suggested.

1. "I'd like to speak to Susan" said Mary "but I'm bathing the babies and they will drown if I leave them alone in the bath while I go to the phone".
Mary said that ________________________________.
2. "If you lend me the chainsaw" said Mary "I'll bring it back the day after tomorrow".
Mary promised ________________________________.
3. "You'd better tell Tom" said Jack.
Jack advised________________________________.
4. I said "Shall I write to Ann?" "I should phone her (if I were you)" said Peter.
I asked if ________________ Peter advised ________.
5. "How many sleeping pills have you taken?" said the night sister, "I have no idea" said Mr Jones sleepily.
The night sister asked ________________________.
6. "Would you like a drink?" he said.
He offered ________________________________.
7. "Jack's parents have asked me to supper tomorrow night" said Ann "What shall I wear?" "You should wear something warm, dear" said her mother "It's terribly cold outside".
Ann said ________________. Her mother advised ________.
8. "Let's not tell anyone" said Tom "till we are quite certain that the report is true".
Tom suggested ________________________________.

9. "Keep an eye on your luggage" he said. "This place is full of thieves".
He warned ____.

10. "Shall I wait for you?" said he.
He offered ____.

V. Put the following sentences into direct speech using the suggested clues.

1. The police said that there had been an accident and the road was blocked. He advised me to go the other way round because it wouldn't be clear for some time.
YOU'D BETTER ____.

2. Paul said that he was thinking of going by bus but his aunt advised him not to go by bus because it was an awfully bad service.
I SHOULDN'T GO IF I WERE YOU ______________________________________.

3. Mr. Jones asked what she was doing with the skeleton keys and if she was trying to get at the secret files.
WHAT WERE YOU ____.

4. Ann offered me a lift and I asked which way she was going.
WOULD YOU LIKE ____.

5. He suggested flying.
WHAT ABOUT ____.

6. Ann said that she couldn't come at 1.00 so Tom suggested 2.00.
I CAN'T ____.

7. Ann wondered if Tom was coming and I advised her to ask him.
I WONDER IF ____.

8. He asked me to sign the book.
COULD YOU ____.

9. He asked if I could live entirely on my own.
COULD YOU ____.

10. He asked me to wait.
WOULD YOU ____.

Unit 4
POPULATION & ILLITERACY

PHONETICS

I. Choose the word whose stress pattern is different from the others'.

1. A. populous B. separated C. implement D. encourage
2. A. industrial B. kilometer C. enormous D. immigrant
3. A. density B. estimate C. poverty D. abortion
4. A. unemployment B. contraception C. unwillingness D. education
5. A. average B. account C. concrete D. general

II. Choose the word whose underlined part is pronounced differently.

1. A. sociable B. personal C. program D. opponent
2. A. fulfillment B. functional C. trustworthy D. upsetting
3. A. handicraft B. majority C. discrimination D. immigrant
4. A. enormous B. implement C. etiquette D. celebrate
5. A. anniversary B. avoidance C. circumstance D. messaging

VOCABULARY

I. Choose the correct options to complete the review of books about social problems.

1. *To dream a better life* by Ken Lomond.

How can we best ***address/ answer*** the issues surrounding large-scale economic migration? Can economic migration be seen as a ***force/ reason*** for good, rather than always seen as a problem that must be ***tackled/ attacked***? This book offers novel solution.

2. *Cities in crisis* by Mark Golanz.

Problems of ***run-down/ torn-down*** areas in big cities are the subject of this book. Problems of ***underage/teen*** drinking, dysfunctional families, Antisocial/ antisociety behaviour, all come under intense scrutiny in this wide-ranging study.

3. ***Disaster and after*** **by Sanda Haley.**

Should rich nations provide ***relief/ alleviation*** when disasters occur in poorer countries, or is this too little, too late? Haley's book calls for a fresh drive to address the issue, and makes a(n) ***plea/ appeal*** for governments to ***break/ attack*** the cycle of dependency.

II. Complete the following conversation in which local problems are being discussed and the second person echoes the ideas of the first speaker. The first letter is given as suggestion.

A: The problem faced by poorer households are very complex indeed.

B: Yes, there are many issues affecting (1) l__-i____families.

A: When someone becomes homeless, our immediate task is to find a roof for them.

B: Yes, our job is to provide (2) s______ as quickly as possible.

A: Fifteen percent of families are living in houses without running water. Many are in houses which are so bad no one should be living in them.

B: That's right, too many people are living with poor (3) s___________ conditions and it's unacceptable that there are houses which are unfit for human (4) h________.

A: The problem is that the houses are too expensive for most ordinary families.

B: Yes, the government should do something to provide (5) a_______ h____.

III. Identify one unnecessary word in most lines of the following text. There are 12 redundant words.

MORE ONLY CHILDREN

A recent survey of families in Britain has established not only that the birthrate is declining steadily but also that families are getting smaller. More people are limiting themselves down to one child than was the same case just a generation ago. It is not entirely clear what has made this change to come about. There is, though, some evidence to suggesting that more women are unwilling to take more than a year or so off work, in particularly those with successful careers. In an addition, a significant number of women prefer to delay having children until they feel secure in the professions they have chosen. This may then mean they have been left too late to have more than one child. Whatever are the reasons, the tendency to have smaller families is evident all throughout the country. Ann Winter, is a lecturer in demographics in Winchester University, feels the government should make it easier for mothers. "Many women would very much like to have had at least two chilren, but they simply can't. Their careers don't give them enough of time. And it just isn't possible to combine together work and children". So women have to make a choice that is fundamentally unfair.

1. ___ 2. ___ 3. ___ 4. ___ 5. ___ 6. ___

7. ___ 8. ___ 9. ___ 10. ___ 11. ___ 12. ___

GRAMMAR

I. Choose the best answer to complete the sentence.

1. My friends gave a surprise party, _______ was good of them.
A. that B. this C. which D. what

2. Several people, ____ voices could be clearly heard, were waiting outside.
A. whose B. their C. of which D. whom

3. Ten people applied for the job, none ____ were suitable.
A. of whom B. who C. whom D. of who

4. I appreciate ______ the opportunity to meet the king yesterday.
A. having B. to have C. having had D. to have had

5. Nadia is fortunate to have _______ a scholarship last month by her government.
A. given B. gave C. been giving D. been given

6. I'm angry at him for not ______ me the truth.
A. telling B. having told C. to tell D. to have told

7. Sometimes adolescents complain about not ____ understood by their parents.
A. being B. to be C. having been D. to have been

8. Tim was in the army during the war, caught by the enemy, but managed to escape. He is lucky ______ escaped with his life.
A. to B. having C. to have D. to have been

II. Supply an appropriate form for each verb in brackets.

1. You must tell me the truth. I insist on (tell) ______ the truth.
2. Mr. Gow mentioned (injure) ______ in an accident as a child but he never told us the detail.
3. You know Jim Frankenstein, don't you?
   – No, I don't think so. I don't recall ever (meet) ______ him.
4. Jim Won had a narrow escape as he was almost hit by a car. He barely avoided (hit) ______ by a speeding automobile.
5. (not invited) ______ to the party, she was very upset.

III. Use the knowledge of restrictive vs. non-restrictive relative clause to match the interpretation with the correct sentence in each pair.

1. a. She decided to take the first train that stopped in Straford.
   b. She decided to take the first train, which stopped in Straford.
   (i). She was only interested in going to Straford and let other trains pass until the Straford train arrived.
   (ii) She took the first train to arrive and it happened to be going to Straford.
2. a. The people, who hadn't seen the weather forecast, were caught unawared by the hurricane.
   b. The people who hadn't seen the weather forecast were caught unawared by the hurricane.
   (i). Only some people (the ones who hadn't seen the forecast) were caught unawared.
   (ii). Everybody was caught unawared because they hadn't seen the forecast.
3. a. We couldn't eat the food, which was bad.
   b. We couldn't eat the food that was bad.
   (i). All the food was bad so we couldn't eat it.
   (ii). Some of the food was bad, so we couldn't eat that part.
4. a. I was hoping to visit my cousin, who lives in New Zealand.
   b. I was hoping to visit my cousin who lives in New Zealand.
   (i). I have several cousins and one of them lives in New Zealand.
   (ii). I have only one cousin and he lives in New Zealand.

5. a. They picked all the fruit that had ripened.
   b. They picked all the fruit, which had ripened.
   (i). They picked all the fruit. By the way, it had all ripened.
   (ii). They only picked some of the fruit – the fruit that had ripened.

IV. Underline and correct one mistake in each sentence if necessary. Put a tick (√) if the sentence is already correct.

1. His girlfriend, whom he trusted absolutely, turned out to be an enemy. ______
2. Tom came to the party in patched jeans, what surprised the other guests, most of whom were wearing evening dress. ______
3. The Smiths whose house had been destroyed in the explosion, were given rooms in the hotel. ______
4. She climbed to the top of the monument to see the wonderful view about which she had been told. ______
5. The reason which he refused to come to my party was that he was very busy. ______
6. I met the fruit-pickers, several of whom were university students. ______
7. Yesterday we visited the City museum, that I'd never been to before. ______
8. They didn't thank us for the meal before they left, which was very rude of them. ______

V. Combine the sentences, using a relative clause. Pay attention to the correct use of punctuation (comma) in non-restrictive relative clause.

1. David Keller is a young poet and is known for his sensitive interpretations of human relationship. He has just published another volume of poems.
   ______
2. Corn was one of the agricultural products. It was introduced to the European settlers by the Indians. Some of the other products were also introduced by the Indians. They were potatoes, peanuts and tobacco.
   ______
   ______
   ______
3. He read the Old man and the Sea. This novel was written by Hemingway.
   ______
   ______

4. Mercury is the nearest planet to the sun and also the smallest of the nine planets. These planets orbit the sun.

____

____

5. The sloth feeds entirely on leaves and fruit. It is a slow-moving animal. It is found in the tropical forests of Central and South America.

____

6. Those have been arrested for car theft. Two thirds of them are under twenty years of age.

____

7. St. Louis, Missouri, traces its history to 1793, when Pierre Laclede, a French fur trader, selected this site on the Mississipi River as a fur trading post. It is known as the Gateway to the West.

____

____

____

8. The pyramid were constructed from 3000 to 1800 BC. There are the monumental tombs of the ancient Egyptians Pharaohs.

____

VI. Choose the best option to complete the passage describing the ageing populations of several countries presented in a line graph.

The graph shows the increase (1)______ the ageing population in Japan, Sweden and the USA. It (2)______ that the percentage of elderly people, in all three countries is (3)______ expected to increase to almost 25% of the (4)______ respective populations by the year 2040.

In 1940, the (5)________ proportion of people aged 65 or more stood at ony 5% in Japan, approximately 7% in Sweden and 9% in the US. However, while the figures for the Western countries grew to about 15% in around 1990, the figures for Japan (6)________ dipped to only 2.5% for much of this period, before (7)________ rising to almost 5% again at the present time.

In spite of some (8)______ fluctuation in the expected percentages, the proportion of older people will probably continue to increase in the next two decades in the three countries. A more (9)______ dramatic rise is predicted between 2030 and 2040 in Japan, by which time it is thought that the proportion of elderly people will be (10)______ similar in the three countries.

1. A. in B. of C. with D. to
2. A. explains B. explained C. indicates D. indicated
3. A. forecasted B. hoped C. expected D. thought
4. A. comparable B. consecutive C. comparative D. respective
5. A. number B. proportion C. figure D. amount
6. A. fell down B. dipped C. stood D. diminished
7. A. rising B. going C. improving D. recovering
8. A. fluctuation B. fluctuating C. plateau D. volatile
9. A. dramatical B. dramatically C. rocketing D. dramatic
10. A. likely B. similar C. same D. identical

REVIEW 2

I. Choose the word whose stress pattern is different from the others'.

1. A. catastrophe B. supervisor C. agriculture D. dictionary
2. A. convenient B. fashionable C. traditional D. significant
3. A. abnormal B. innocent C. impatient D. initial
4. A. mosquito B. elephant C. buffalo D. dinosaur
5. A. protect B. compose C. relate D. settle

II. Choose the word whose underlined part is pronounced differently.

6. A. measure B. occasion C. decision D. mission
7. A. introduction B. suggestion C. renovation D. intervention
8. A. hasty B. nasty C. tasty D. wastage
9. A. monkey B. hunger C. hunter D. banker
10. A. daughter B. laughter C. taught D. caught

III. Choose the best answer to complete each of the following sentences.

11. Social workers try hard to ________ the cycle of abuse in families where violence occurs.

A. incite   B. provide   C. break   D. break up

12. Community leaders _____ a plea for understanding and tolerance of cultural differences.

A. address   B. make   C. answer   D. call

13. At night you often see 14 and 15-year-olds consuming alcohol. The city has a big problem with ________.

A. antisocial behaviour   B. dysfunctional children

C. underage drinking   D. binge drinking

14. On leaving prison, Vic decided to turn over a new _____ and give up his old life of crime.

A. book   B. page   C. chapter   D. leaf

15. The money was a ____ as they hadn't expected to receive anything in their aunt's will.

A. jackpot   B. windfall   C. hand-out   D. rake-off

16. That work is needed by next week, so make sure you keep to the ________.

A. deadline   B. dead stop   C. dead end   D. deadlock

17. When disaster ______, organisations such as Oxfarm quickly provide help.

A. comes   B. approaches   C. arrives   D. strikes

18. The anti-nuclear campaigners joined hands and formed a 20 km human ________.

A. chain   B. link   C. cable   D. strand

19. The Freedom of Information Act gives private citizens ____ government files.

A. access to   B. excess of   C. redress of   D. release from

20. The authorities declared an ________ on incoming freight because of the trucking strike.

A. embargo   B. immolation   C. opprobium   D. alert

IV. Complete each sentence with a word or compound word formed from the word in capitals.

21. The judges describe Jones as a ________ criminal who was a danger to members of the public. HARD

22. Some MPs are calling for the introduction of ________ without trial to combat terrorism. DETAIN

23. The enquiry was set up after the ______ of a train near Leeds, the third accident on the line this year. RAIL

24. It seems unjust to arrest a poor old person for ________. SHOP

25. Police arrested the well-known ______ before the match. TROUBLE

26. We feel that the laws against begging should not be _______. FORCE

27. Throughout the flood area, villagers are being ________ by helicopter. EVACUEE

28. Rescue team held out little hope of finding other _______. SURVIVE

V. Think of one word only which can be used appropriately in all three sentences.

29. Leo gave the other passenger a ________ look and went on reading his newspaper.

It was ______ comfort to the workers to be told that their wage rise should be below the rate of inflation.

I was tracking the deer in the wood when suddenly the trail went _____.

30. You have been late every day this week; what is your ______?

Dora is so headstrong; her actions defy all ______.

Within ______, I am prepared to work overtime.

31. There was a loud _____ when I stupidly stood on my sunglasses.

That was a nasty _____ you told about your boss, and it wasn't even funny.

A large _____ appeared in the wall from floor to ceiling after the earthquake.

32. There was a loud _____ as the tea tray and all its contents fell to the floor.

We heard the screech of brakes, then saw a terrible car ______.

A sudden _____ in the system meant that all the computers were out of action.

33. The train left the station, _____ momentum as it went.

People were _____ outside the store, eager to snap up bargains on the first day of the sale.

The whole family went out in the orchard _______ olives.

VI. Write a check (√) before the sentence if the given word could replace the underlined word without changing the meaning of the sentence.

34. POOR

____ The inferior quality of the metal makes it unsuitable for use in building construction.

____ The denial added insult to injury.

____ The family sat down to a meager meal.

____ The agriculture specialists analyzed the contents of the impoverished soil.

35. MEAN

____ Most governments intend to improve the living standards of their citizens.

____ The average age of the North American population is increasing.

____ Dogs of certain species can become vicious if ill-treated.

____ Plantar wards, which occur on the soles of feet, cause a good deal of discomfort.

36. PEN

____ A well-built enclosure is necessary to prevent farm animals from wandering.

____ The author was asked to write an article for the magazine.

____ In 17th-century Europe, people thought it necessary to confine the insane in prisons.

____ Unlike most farm animals, poultry swallow their food whole.

VII. Use the words in capitals to form a word that fits in the space.

A NEUTRAL COUNTRY

Switzerland is the (37)______ RECIEVE of a fair share of stereotype images such as (38)______ RESIST chocolates, kitsch cuckoo clocks, the practice of yodelling and (39)______ HUMOR serious bankers. Visitors will find a flavour of Germany, France and Italy but always (40)______ PREGNANT with an intangible essence that is uniquely Swiss. The Swiss have carefully guarded their lack of involvement in the 20th century. Their only (41)______ PARTICIPATE in WW1 lay in the organising of Red Cross units. Switzerland joined the League of Nations after peace was won, under the provison that its inclusion would be financial and economic rather than entailing any possible military sanctions. Despite the country's long standing (42)______ NEUTRAL, Switzerland maintains a 400,000 strong civilian army. Every able-bodied male (43)______ GO national service. In addition, a whole infrastructure is in place to repel any (44)______ INVASION including the planned destruction of key roads and bridges. It is a sobering thought to realise that those apparently undisturbed mountains and lakes hide a network of military (45)______ INSTALL. The Swiss are generally law–abiding nation, valuing established forms of demonstrating respect and courtesy to others. Formal titles are always used and it is (46)______ CUSTOM to greet shopkeepers when entering their shops. Citizens further engender respect, by (47)______ DILIGENT recycling waste as part of an overall policy to protect the environment.

VIII. Identify and correct one mistake among the four possible underlined words in each reported sentence below.

48. She had told me that if I saw her father, I'd recognize him at once since he
A B C D
was the most extraordinary-looking man.

49. He said that he had found an old Roman coin in the garden the before day and
A B C
he was going to take it to the museum that afternoon.
D

50. Peter asked if I had enrolled to more than one class.
A B C D

51. His daughter said that she would have no idea what the time was but she
A B C
would dial 8081 and find out.
D

52. The caller asked if she could speak to Mrs Spitt. The au-pair girl told that she
A B
was afraid she was out and asked if she could take a message.
C D

53. I told the girl asked her boss to ring me back, adding that my number is
A B C
04836721534. She asked me if I could repeat it.
D

IX. Supply the correct form of the verbs in brackets.

The Norwegian government is doing its best to keep the growth of oil industry under control. A new law 54.______ (limit) exploration to an area south of the southern end of the long coastline; production limit 55.______ (lay) down: and oil company 56.______ (not allow) to employ more than a limited number of foreign workers. But the oil industry 57.______ (have) a way of getting over such problems, and few people 58.______ (believe) that the government 59.______ (be) able to hold things back for long. As one Norwegian politician said last week: "We 60.______ (change) beyond all recognition".

Ever since the war, the government 61.______ (carry out) a programme of development in the area north of the Arctic Circle. During the past few years this program 62.______ (have) a great deal of success: Tromso 63.______ (build up) into a local capital with a university, a large hospital and a wealthy industry. But the oil industry already 64.______ (start) 65.______ (draw) people south and within a few years the whole northern policy 66.______ (can be) in ruins.
The effects of development of the oil industry 67.______ (not limit) to the north, however, with nearly 100 % employment, everyone 68.______ (can see) a situation developing in which the service industries and the tourist industry will lose most of their workers to the oil industry.

X. Put one suitable word in each space. (0) is done as an example.

(0). It's too late to buy any food. We'll have to make *do* with what we've got.
69. I hardly ______ ask how much it cost!
70. Have you ever ______ taking a year off work?
71. I didn't like the town at first, but I ______ to love it eventually.
72. I can't wait for Saturday! I'm really ______ to see you.
73. It ______ that we won't need to pay so much after all.
74. I can't ______ getting up at 6. 30. I'll catch a later train.

XI. Complete the second sentence so that it has similar meaning to the first one, using the word given. You must use between three and eight words, including the word given.

75. Nobody spoke when the teacher asked who the culprit was. REMAINED
Everyone ______________________ who the culprit was.
76. In my opinion, computers are more trouble than they're worth. HINDRANCE
In my opinion, computers ______________________ help.
77. I don't think Patrick has ever been camping. BEST
To ______________________ been camping.
78. Fiona said she was against the proposal. EXPRESSED
Fiona ______________________ the proposal.
79. It was highly unlikely that Maria knew the answer. POSSIBILITY
There's ______________________.
80. Do you have any memory of seeing Timothy in Paris last year? RECOLLECT
Do you ______________________?

Part D
WRITING

Unit 1
COMPARISON AND CONTRAST PARAGRAPHS

I. Read the two model paragraphs and follow the instructions.

MODEL 1

Are you aware of the striking similarities between two of the most popular U.S. presidents, Abraham Lincoln and John F. Kennedy? First, a minor point is that the name Lincoln and Kennedy both have seven letters. Secondly, both men had their elections legally challenged. Thirdly, Lincoln and Kennedy are both remembered for their sense of humour, as well as for their interests in civil rights. Lincoln became president in 1860; Kennedy, in 1960. Another interesting point is that Lincoln's secretary was Mrs. Kennedy; Kennedy's secretary was Mrs. Lincoln. Neither man took the advice of his secretary not to make a public appearance on the day on which he was assassinated. Lincoln and Kennedy were both killed on a Friday in the presence of their wives. Both assassins, John Wilkes Booth and Lee Harvey Oswald, have fifteen letters in their names, and both were murdered before they could be brought to trial. Just as Lincoln was succeeded by a Southern Democrat, so was Kennedy. Andrew Johnson (Lincoln's successor) was born in 1808; Lyndon Johnson (Kennedy's successor) was born in 1908. And finally, the same caisson carried the bodies of both men in their funeral processions.

1. Underline the topic sentence.
2. What two things/ people are being compared/ contrasted?

____

____

3. What are the features of the topic sentences?

____

____

4. What are the transitional devices?

____

____

MODEL 2

According to the Swiss psychiatrist Carl Gustav Jung, every person's personality can be placed somewhere on a scale running from extreme extroversion (an outgoing personality) to extreme introversion (a withdrawn personality). In the first place, as regards social communication, the typical extrovert is particularly fond of people and people-oriented activities: he or she is sociable, likes parties, has many friends, needs to have people to talk to, and does not like reading or studying alone. The typical introvert, on the other hand, is a quiet, retiring sort of person, introspective, fond of books rather than people. Additionally, in terms of reaction, unlike the extrovert, who craves excitement, takes chances, and is generally impulsive; the introvert shuns excitement, takes matters of everyday life with proper seriousness, and likes a well-ordered mode of life. Another difference is about temper control. Whereas the extrovert tends to be aggressive and loses his or her temper easily, the introvert tends to keep his or her feelings under close control, seldom behaves in an aggressive manner, and does not lose his or her temper easily. Therefore, the introvert is considered more reliable, less optimistic and more likely to exhibit neurotic tendencies than the extrovert who may often be subject to criminal or psychopathic behaviour. A further difference between the two involves the ability to remember: Studies have tended to show that the extrovert learns faster than the introvert but, in the end, remembers less. Recognizing the differences between the two types of people as above can help us choose more compatible partners.

1. Underline the topic sentence.
2. What two things/ people are being compared/ contrasted?
3. What are the features of the topic sentences?
4. What are the transitional devices?
5. What is the major difference in the content of model 1 and 2?

II. Read these two paragraphs and analyze them according to the two tables below.

MODEL 1

My hometown and my college town have several things in common. First, both are small rural communities. For example, my hometown, Gridlock, has a population of only about 10,000 people. Similarly, my college town, Subnormal, consists of about 11,000 local residents. This population swells to 15,000 people when the college students are attending classes. A second way in which these two towns are similar is that they are both located in rural areas. Gridlock is surrounded by many acres of farmland which is devoted mainly to growing corn and soybeans. In the same way, Subnormal lies in the centre of a farmland which is used to raise hogs and cattle. Thirdly, both of these towns are similar in that both contain college campuses. Gridlock, for example, is home to Neutron College, which is famous for its Agricultural Economics program as well as for its annual Corn-Watching Festival. Likewise, the town of Subnormal boasts the beautiful campus of Quark College, which is well known for its Agricultural Engineering department and also for its yearly Hog-Calling Contes.

Topic sentence	
Point 1	
Details	
Point 2	
Details	
Point 3	
Details	

MODEL 2

My hometown and my college town have several things in common. First, my hometown, Gridlock, is a small town. It has a population of only about 10,000 people. Located in a rural area, Gridlock is surrounded by many acres of farmland which are devoted mainly to growing corn and soybeans. Gridlock also contains a college campus, Neutron College, which is famous for its Agricultural Economics program as well as for its annual Corn-Watching Festival. As for my college town, Subnormal, it too is small, having a population of about 11,000 local residents, which swells to 15,000 people when students from the nearby college are attending classes. Like Gridlock, Subnormal lies in the center of farmland which is used to raise hogs and cattle. Finally, Subnormal is similar to Gridlock in that it also boasts a beautiful college campus, called Quark College. This college is well known for its Agricultural Engineering department and also for its yearly Hog-Calling Contest...

Topic sentence	
Subtopic 1	
Details	
Subtopic 2	
Details	

III. Carefully read all of the following paragraphs. Then, select ONE paragraph and answers the questions about each.

1. Is the paragraph developed by comparison or by contrast?
2. Is the comparison or contrast formal or informal?
3. If formal comparison or contrast is used, what are the bases for the comparison or contrast? Are the bases clear? Does the writer develop them fully?
4. If informal comparison or contrast is used, what is the *class* into which the terms being compared or contrasted are placed?

In each case, explain whether or not the paragraph is effective. If the paragraph is poorly developed, explain ways in which it could be improved.

Kung fu, the Chinese form of self-defense fighting, differs considerably from the modern Japanese version, known as karate. "Karate is straight line action", say some kung fu instructors, "While kung fu involves circular motions". Kung fu uses punches and kicks similar to those in karate, but kung fu movements are more flowing. A karate session looks like an army drill; a kung fu practice resembles a ballet. Karate fighters generally stand in one position and step forward or backward, while kung fu fighters move sideways and back and forth continually. Clawing and scratching are important in karate. Karate is easier to learn because the fighter remains relatively stationary, moving only the arms and legs. The kung fu fighter, on the other hand, is always moving and therefore needs to develop a high degree of coordination.

People sometimes ask why they should buy a handmade Persian carpet when they can get a machine-made carpet that is just as attractive and costs less money. The answer is very simple. First, the materials used in a Persian carpet are gathered, selected, and treated by hand, and only the finest materials are used. Machine-made carpets, on the other hand, are made by inanimate devices that have no sense of quality and no ability to distinguish good materials from poor ones. Second, each handmade Persian carpet is unique; no other carpet is exactly like it. There is nothing unique, however, about a machine-made carpet. Hundreds and hundreds of identical carpets are produced by machines. Finally, the value of a Persian carpet increases with age, while a machine-made carpet is usually worthless after only a few years' use. As a result, machine-made carpets often wind up in the trash, while Persian carpets may turn up in museums. In short, each handmade Persian carpet is a work of art, and for this reason Persian carpets are much more valuable than their machine-made imitations.

For most Americans, breakfast is radically different from lunch and dinner: whereas most foods eaten at lunch can be served at dinner as well, breakfast foods are often reserved exclusively for the morning meal. Cereals, for example, are rarely served except at breakfast. The same is true for toast, which often appears on the breakfast table but rarely on the lunch or dinner table. In fact, part of the breakfast ritual in America involves browning bread to the desired shade and then buttering it. Bacon and eggs are a breakfast staple across the United States, but they are rarely served as a main dish at other meals. Jam and jelly appear most often at breakfast and only as an occasional extra at lunch and dinner. Unless one eats at an establishment which specializes in waffles and pancakes, these foods are usually consumed only for breakfast. On the other hand, most items found on lunch and dinner tables never show up at breakfast. Roasted meats and fowls, for example, are hardly ever eaten for breakfast. Salads and vegetables are likewise reserved almost exclusively for other meals. And those all-important dishes-soup and dessert-which frequently begin and end lunch and dinner just aren't to be found on American tables before noon.

IV. Use the language of comparison and contrast given in the brackets and rewrite the original sentences without changing their meanings.

1. A minor point is that the names Kennedy and Lincoln both have seven letters.

(and so/ and ... too)

(both ... and)

2. John Wilkes Booth and Lee Harvey Oswald were murdered before they could be brought to trial.

(Neither ... nor)

(like ... in that)

3. Neither man took the advice of his secretary on the day when he was killed.

(and neither/ and ... either)

(similarly)

4. The same caisson carried the bodies of both men in their funeral processions.

(similar to ... in that)

(resembled ... in that)

5. Lincoln became president in 1860; Kennedy, in 1960.

(similar to ... in that)

(similarly)

6. Lincoln's secretary was Mrs. Kennedy, and Kennedy's secretary was Mrs. Lincoln.

(just as ... so)

(;)

7. Studies have tended to show that the extrovert learns faster than the introvert but, in the end, remembers less.

(however,)

(while)

8. Unlike the extrovert, who takes chances and is generally impulsive, the introvert shuns excitement.

(differs from ... in that ... whereas)

(more/ er ... than)

9. The typical extrovert is particularly fond of parties and people-oriented activities; in contrast, the typical introvert is a quiet, introspective sort of person.

(unlike ... who)

10. The extrovert may be subject to criminal or psychopathic behavior, in contrast to the introvert, who may exhibit neurotic tendencies.

(while)

(differs from ... in that ... whereas)

(on the other hand)

10. Whereas the extrovert tends to be aggressive and loses his or her temper quickly, the introvert seldom behaves in an aggressive manner and keeps his or her feelings under close control.

(unlike ... who)

(contrast with ... in regard to)

V. Following are five possible topic sentences. List three similarities or differences for the two subjects being considered in the topic sentence.

1. My mother (or father) and I are very much alike.

2. Home-cooked meals are much better than fast food.

3. My friends and I have similar views on ...

4. Two of my college instructors have very different teaching styles.

5. Studying English with a private tutor is more helpful than studying in English class.

VI. Practice writing a comparison/contrast paragraph

Step 1: Choose one of the topics below (or one of your own choice) as the subject of a paragraph exploring similarities or differences. On a separate sheet of paper, think of as many similarities and differences as you can for the topic you have chosen. (Use a T-chart, a table, or a diagram to organise your ideas.)

- Two popular television or radio talk-show hosts
- Two movies
- Two fairy tales or two fairy tale characters
- Men and women
- Your goals when you were a child versus your goals today
- Two types of food
- Two types of fruit
- Two different types of pets
- Two friends/relatives
- Two celebrities

Step 2: Review your notes and decide whether to focus on similarities or differences. On the following lines, list the similarities or differences that can help you develop a comparison and/or contrast paragraph on the topic you have selected.

Step 3: Reread your list of similarities or differences. Then, draft a topic sentence that introduces your two subjects and suggests your purpose for comparing or contrasting them.

Step 4: In the space below, outline a plan for your paragraph. If you plan to use a subject-by-subject arrangement, decide which subject you will discuss first and which you will discuss second. If you plan to use a point-by-point arrangement, decide on the order in which you will present your points – for example, from least important to most important.

Step 5: On a separate sheet of paper, write your comparison and/ or contrast paragraph.

Step 6: On a separate sheet of paper, write a final, edited draft of your comparison and/or contrast paragraph.

Unit 2

CAUSE AND EFFECT PARAGRAPHS

I. Arrange the following causes of world problems in the order of importance. Then discuss your ideas in groups.

environment pollution
overpopulation
the gap between rich and poor nations
racism
political difference between nations
AIDS
starvation
religious intolerance
sex discrimination

II. Read the two model paragraphs and do the tasks that follow.

MODEL 1

In recent decades, cities have grown so large that now about 50% of the Earth's population lives in urban areas. There are several reasons for this occurrence. First, the increasing industrialization of the nineteenth century resulted in the creation of many factory jobs, which tended to be located in cities. These jobs, with their promise of a better material life, attracted many people from rural areas. Second, there were many schools established to educate the children of the new factory laborers. The promise of a better education persuaded many families to leave farming communities and move to the cities. Finally, as the cities grew, people established places of leisure, entertainment, and culture, such as sports stadiums, theaters, and museums. For many people, these facilities made city life appear more interesting than life on the farm, and therefore drew them away from rural communities.

MODEL 2

(1) Smoking has many serious effects. (2) The most obvious effect is the deterioration of a smoker's health (3) Smoking increases the risk of lung disease, increases blood pressure, increases the risk of heart attacks, and reduces the flow of oxygen to the brain. (4) Smoking creates respiratory problems. (5) A smoker's cough expels phlegm, thick mucus in the nose and the throat that wants to escape the body. (6) Prolonged use may lead to emphysema and the need to hook up to a machine to pump enough oxygen into the lungs. (7) Another effect of this habit is that smoking breeds halitosis; a smoker's breath always smells foul and repulsive. (8) Smoking frequently results in social isolation because fewer people smoke or want to be in the presence of second-hand smoke. (9) Friends and acquaintances often bluntly tell their smoking friends that they don't want the smell in their cars or in their homes. (10) The strong, offensive odor of smoke clings to smokers' clothing, hair, and skin. (11) The final effect of smoking is that it depletes the pocketbook. (12) Smoking is now an expensive habit, and the price of cigarettes continues to rise. (13) The effects of smoking are many, which leave one wondering why intelligent people do not find a way to break their harmful addiction themselves.

1. Underline the topic sentence of each paragraph.
2. Does model 1 deal mainly with the causes or the effects of the issue? How do you know?
3. List some of the causes or effects the writer describes in model 1.

4. Does model 2 deal mainly with the causes or the effects of the issue? How do you know?

5. List some of the causes or effects the writer describes in model 2.

6. What are the special words of causes and effects in the two paragraphs?

III. Carefully read all of the following paragraphs. Each shows a student's attempt to develop a paragraph by cause or effect. Some paragraphs use the method well; others are not so effective. After considering each paragraph, answer the following questions:

1. Has the writer of the paragraph attempted to develop it by cause or by effect?
2. Is the attempt successful or not? Give explicit reasons for your answer.
3. Which paragraphs, if any, merely show circumstances conducive to producing a result rather than actual causes of the result?

A. There are many situations which cause pressure and tension to build up inside of us. Performing in front of an audience commonly produces pressure. We suffer from fear of making an embarrassing mistake during the performance. Many of us also experience tension when we are among new people. In such situations, we become quiet out of fear that other people will label us as "loud mouths". Coaches and athletes often feel tension before big games because they do not want to commit errors that might cause their teams to lose. I feel tension right now as I write this paragraph I've written this semester, for I know that this is my last chance to better my grade in this course. Pressure and tension are common in our environment. No matter how hard we try to avoid them, there will inevitably be times when breathing becomes hard and fear gets a grip that is difficult to loosen.

B. In the past few years, higher education has become increasingly important to young people everywhere. Higher education is essential for those who wish to enter the fields of medicine, engineering, and communications. These fields are essential for the survival of the human race. In the future, successful people will undoubtedly be those who have received technical instruction in fields such as these. Without this education, mankind cannot survive. The very existence of the human race depends on man's ability to progress in highly technical fields.

C. Entering a hospital isn't always in one's best interest. Many doctors give a standard battery of tests to every incoming patient. Such a procedure means that some patients receive more tests than they actually need. Sometimes these tests can even be dangerous. X-rays, for example, involve radiation, and exposure to radiation can sometimes result in birth deformities or in cancer. Before many medical tests, the patient must undergo enemas which involve the use of harsh laxatives that sometimes dehydrate the body. Most doctors feel that individually these tests do little harm to a patient; however, doctors don't seem to take into consideration the fact that the average hospital patient may receive as many as four or five tests in a single day. This many tests can weaken even a healthy person. In addition, statistics indicate that 9 percent of all hospital patients contract an illness or infection while in the hospital. So sometimes the cure is worse than the disease.

D. Today's children are rapidly losing respect for their parents. The principal cause of this phenomenon is lack of leadership on the part of parents. Too frequently the answer to the question, "Who's the boss, Mom or Dad?" is an unhelpful "Neither!" Unlike the fathers of the past, today's dads lack authority. One father summarized the problem this way: "Whatever

Grandfather did was done with authority; what ever we do is done with hesitation." Mum is also to blame. Afraid that she may lose her children's love, she denies them nothing. Another reason that children are losing respect for their parents is parental failure to provide guidelines for the behavior of their children. Children need guidelines. They need and want clear definitions of acceptable and unacceptable social behavior. Despite this need, parents stand back uncertainly and let their children make the rules. Children don't respect elders who seem unable to lay down guidelines for how to behave. Finally, lack of discipline generates disrespect among children. When they misbehave, children need discipline. Too often today's parents administer discipline, if at all, in a haphazard and unsystematic fashion, lashing out at their children with harsh words, quick slaps, or strange denials which children don't understand. Random discipline confuses children. Often they don't see any logic to its application or timing.

E. One reason to take up jogging is the company. If you have friends who jog, for instance, you may naturally start to jog yourself. When you jog with others, the time passes more quickly, and you do not feel conspicuous when people stare at you because you know that you are one of a group. Jogging along with others enables you to measure your endurance by comparing it to the stamina of your companions. In addition, if you jog in the morning, you can stop for a cup of coffee afterwards while in the company of one or two of your fellow runners. Friendship is a major reason why Americans devote to much energy to jogging.

IV. Following are four possible topic sentences for cause-effect paragraphs. After each topic sentence, list the effects that could result from the cause identified in the topic sentence. ***For example, if you were writing a paragraph about the effects of excessive drinking on campus, you could list low grades, health problems, and property damage.***

1. Studying at the last minute can cause a number of problems.

2. Learning a second language has many advantages.

3. Giving up smoking can have some important benefits.

4. Not knowing how to read can have negative effects on a person's daily life.

V. List three causes that could support each of the following topic sentences.

1. The causes of teenage smoking are easy to identify.

2. Unemployment can have many causes.

3. Why is college tuition so high?

4. Singers' exorbitant salaries can be explained by some reasons.

5. People make friends for a variety of reasons.

VI. Read the following basic outlines and paragraphs, decide whether each paragraph is a cause or an effect paragraph, and then answer the questions that follow.

Topic Sentence: I play soccer for three reasons.

1. It is easy fun.
    A. I have known the rules for a long time
    B. It is not dangerous; a challenge
2. It relaxes me.
    A. I enjoy playing with friends
    B. It is a good break from studying
3. It allows me to meet new people.
    A. I can compete with strangers
    B. I can travel to new places for games

Concluding Sentence: For these reasons, my favorite pastime is playing soccer.

1. What is the purpose of this paragraph? Is it explanatory or evaluative? How do you know'?

2. Are the points in this outline organized from most important to least important? Or are the points equally important'? How do you know?

3. Under point 1 A, the specific details are not directly related to the stated point. Modify either the point or the specific details so that the details support the point.

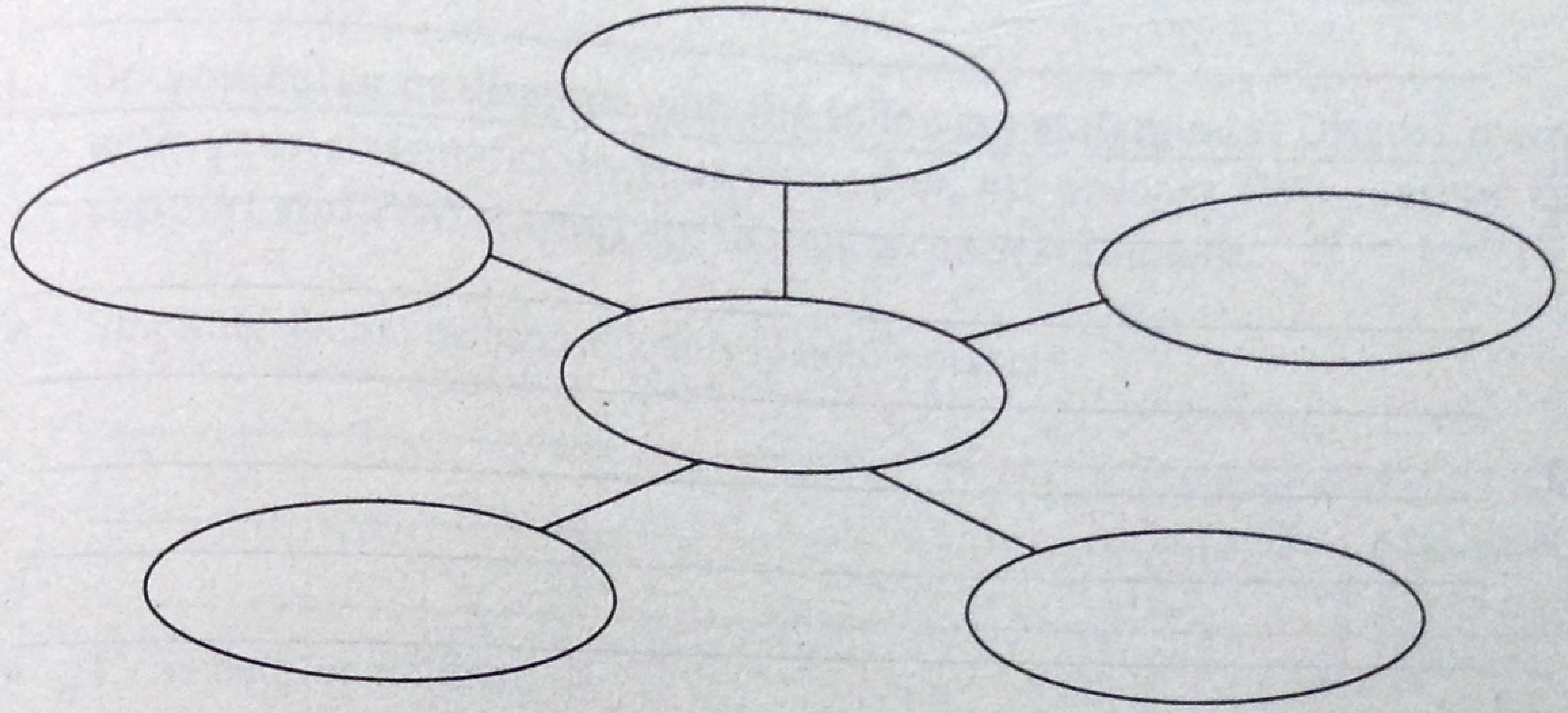
4. What would you add or change to make the details in this outline more interesting for your group?

VII. Practice writing a cause/effect paragraph

Step 1: Choose one of the topics below as the subject of a paragraph that examines causes or effects. Then think of as many causes or effects as you can for the topic you have chosen.

1. Why a current television show or movie is popular.
2. Some causes (or effects) of stress.
3. Why teenagers (or adults) drink.
4. Some reasons why relationships break up.
5. The effects of a particular medication or medical treatment.
6. The beneficial effects of running (or some other kind of physical exercise).
7. Why football is popular.
8. How an important person in your life influences you.
9. Why some people find writing so difficult.
10. Effects of a new baby on a household.

Step 2: Review your notes and create a cluster diagram. Write the topic you have chosen in the center of the page, and draw arrows branching out to various specific causes or effects.



Step 3: Choose two to four causes or effects from the cluster diagram you have made, and list them here.

Step 4: Reread your list of causes or effects. Then draft a topic sentence that introduces your topic and communicates the point you will make about it.

Step 5: List the causes or effects you will discuss in your paragraph, arranging them in an effective order – for example, from least to most important.

1.

2.

3.

4.

Step 6: On a separate sheet of paper, write your cause-effect paragraph. Then, using the Self-Assessment Checklist on the next page, revise your paragraph for unity, development, and coherence.

Step 7: On a separate sheet of paper, write a final, edited draft of your cause – effect paragraph

Unit 3

ARGUMENTATIVE PARAGRAPHS

I. Do you agree or disagree with the following statements? Discuss them with your classmates. In your discussion, list at least TWO reasons to support and TWO reasons not to support each statement:

- Smoking should be banned totally in public places.

- TV is bad for children.

- Student love should be avoided because it may exert bad influence on their study.

- Chinese should become the new international language.

- The world would be better if all world leaders were women.

II. Read the text carefully.

BIG CITY OR COUNTRYSIDE?

There is no doubt that a selection of the suitable place in which children can grow up represents an important aim towards parents nowadays. From my viewpoint, children should be raised in a big city rather than the countryside for two reasons. First and foremost, living in a big city, children obviously have more choices in education which is crucial for their future growth. They can attend any schools from private to public ones with high quality of teaching and well-trained teachers. Meanwhile, residing in the countryside, they have no other choices than the only one neighborhood school in the area. Second, living in a big city offers higher level of availability of different services. Therefore, children can feel the prosperity and advancement of their country from the beginning of their life. For example, it is not a problem for parents to find good hospitals or baby care centers and so on. Whereas, the opponents reckon that it is better for children to grow up in the countryside because of the pollution problems and crimes in a big city. It is partially true as pollution and crime are now also pervasive in the countryside. Life is hard and difficult everywhere, but the life in a big city helps children learn more and have chances to make their dreams come true. In short, it is better for children to live in a big city and have weekends in the countryside than live in the countryside and rarely come to city.

Analyze the text using the box below.

Proposal: ______________________________

____

Reason 1: ______________________________

____

Reason 2: ______________________________

____

Reason against (opponent's argument): ______________________________

____

____

Refutation of opponent's arguments: ______________________________

____

____

____

III. Write the topic sentences for the opinion/proposal you gave in the lead-in discussion. Then analyze the topic sentences as in the topic sentence pattern.

1. ______________________________

____

____

____

____

____

2. ______________________________

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3. ______________________________

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4. ______________________________

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5. ____

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____

____

IV. Write F if the statement is a fact and O if it is an opinion.

________ 1. Small air planes are used in advertising.

________ 2. The modern disposable diaper has dramatically improved parents' lives.

________ 3. Many nations are working together to build and maintain the International Space Station.

________ 4. Internet dating services offer an excellent way to find a husband or a wife.

________ 5. Online courses are easier than classroom courses.

V. Read the following information about killing whales, and tell whether it is a fact, an example, or an authority's opinion. As you read the information, think about how it might be used to support the proposal *"The killing of whales should be stopped."*

1. Whales are intelligent creatures that share our world. They are capable of communicating even to the point of composing whale songs. They are highly civilized, social creatures that maintain closely knit family groups. Killing such intelligent, civilized creatures is murder.

2. Whaling countries such as Japan and Russia do not need the whaling industry to support their economies. In fact, money from whaling represents only 0.00001% of the Japanese economy and 0. 0002% of the Russian economy.

3. Buffalo, elephants, and rhinoceroses are other large mammals that have been driven to the point of extinction by man's killing.

4. The only way to stop the killing is to have laws against it; hunters will not stop voluntarily.

5. The Cousteau Society estimates that the number of whales has declined by 95 percent in the last 100 years. Moreover, if the slaughter continues at its present rate, the society believes that whales will become extinct in another twenty-five years.

6. It is cheaper to produce synthetic "whale" oil than to obtain natural oil from dead whales. Each kilogram of synthetic oil costs about $8. 00 to produce, whereas it costs over $15. 00 to obtain the same amount of natural whale oil.

VI. Read each opinion and fact below. Then write a sentence interpreting the fact to support the opinion. The first one has been done for you.

1. *Opinion:* The Internet takes too much time away from family life.

Fact: The average adult in the United States spend six hours per week on the Internet.

→ *Those six hours could be spent doing family activities, such as gardening, helping children with homework, or playing games.*

2. *Opinion:* The government is doing an excellent job of protecting athletes from the pressure to use performance-enhancing drugs.

Fact: Athletes are routinely tested for drug use.

→ ____

____

____

3. *Opinion:* Employers place too much emphasis on personal appearance.

Fact: According to a recent study, people with average appearance earn 3 to 8 percent less money than those who are considered beautiful.

→ ____

____

____

4. *Opinion:* The cell phone industry is a good place to invest money.

Fact: One out of every six people owns a cell phone.

→ ____

____

____

5. *Opinion:* People spend too much money on food.

   Fact: Americans eat meals outside the home an average of five times per week.

   → ______________________________

   ____

   ____

VII. Study the following supporting reasons for the opinion/proposal. What problems does each have?

1. There is no doubt that Serbian troops have been withdrawn from Kosovo. According to information released by the Serbian Interior Ministry, 87 percent of all troops had exited the Kosovo enclave as of the date required by the United Nations.

   ____

   ____

   ____

2. Treating teeth with fluoride causes cancer. A research study, which tracked children who had had their teeth treated with fluoride, found that at age sixty, 7 percent of them had gotten cancer.

   ____

   ____

   ____

3. The voting age in the United States should be lowered from eighteen to seventeen. At age seventeen, young people are allowed to drive unrestrictedly in twenty-five states and even drink alcohol in one (Arizona). If they drive and can drink alcohol, seventeen-year-olds should surely be able to vote.

   ____

   ____

   ____

VIII. Read each statement below. Underline the counter-argument. Circle the writer's refutation.

1. Train travel may be inexpensive and relaxing; however, airplanes are much more important means of transportation because they are fast and efficient.

2. Most people agree that a traditional home-cooked meal is best, but they have to admit that convenience and low cost is making fast food more popular with students.
3. While some people believe that online courses will never be as popular as traditional classroom; technology, cost, and convenience are increasing the demand for online instruction.
4. Some people criticize credit cards for causing debt; however, it is the irresponsibility of consumers, not credit cards, that causes credit card debt.

IX. Study the following refutations. Which methods do they use? Note that these are merely refutations and not complete paragraphs.

Proposal 1: Workers should not be forced to retire at age sixty-five.

Those who disagree with this proposal point out that as people grow older their bodies begin to slow down, and it is risky for them to continue working. Actually, this is true in only one respect – the body does slow down. However, accident rates for those sixty-five are slightly less than those for people under sixty-five. How can we explain this? Simply, workers over sixty-five have far more experience in their job than younger workers, and workers over sixty-five are far more aware of their own limitations.

Method:

____

____

Proposal 2: Abortion should be legal.

"Pro-life" people argue that abortion is the killing of a potential human being. This is undeniably true. Nevertheless, as has been pointed out, if abortion is illegal, there will be (1) a dramatic increase in unwanted, neglected, and abused children; (2) the number of women who die getting illegal, unhygienic abortions will increase greatly; and (3) women will lose what they have fought so hard for – the basic right to control their own bodies. These three points outweigh the argument of the pro-lifers.

Method:

____

____

Proposal 3: Sex education is appropriate for sixth graders in the United States.

The opponents of this idea claim that most eleven-year-olds have not seen information about sex; therefore, sex education would put the idea of sex into their minds. Nothing could be further from the truth; most eleven-year-olds have been exposed to sex long before the sixth grade. For example, the January 1998 Nielsen TV rating showed that two of the show most heavily watched by eight – and ten-year-olds were "Seinfeld" and "Friends" – both of which contain a heavy dose of sexual content. These and other TV shows, combined with drugstore sex magazines, "R"-rated movies, and even "sexy" comic books, expose children to sex long before they are in the sixth grade.

Method:

X. Using quantity expressions, rewrite the sentences below so that they become more appropriate generalizations.

	Overgeneralization	Appropriate Generalization
1.	Everybody has a TV.	
2.	People do not like changes.	
3.	Computers have the latest software.	
4.	Schools are now wireless.	
5.	Medications have side effects.	
6.	Students like talking about love.	
7.	Asian countries have hot and humid climates.	
8.	Pollution affects everything.	

XI. Practice writing an argumentative paragraph.

Step 1: Prepare the following chart for the proposal "Eighteen-year-olds are old enough to get married."

Reasons for/against:

Counter-argument:

Attack and refutation of the counter-argument:

Step 2: On a separate sheet of paper; write your argument paragraph on one of the following topics:

- The young cannot learn anything from the old.
- Happiness directly relates to economic success.
- Internet websites should be censored by the government.
- Parents should not apply corporal punishment on their children.
- Advertisement affects people's behavior in many ways.
- Portfolio is an effective form of assessment.

Remember to make an outline, write a topic sentence before writing the first draft. Then, use the Self-assessment Checklist on the back of the book to revise your paragraph for unity, development, and coherence.

KEY

Part A. SPEAKING AND LISTENING

TOPIC 1

SPEAKING

I. *Conversation 1:* 1. F 2. A 3. B 4. C 5. D
Conversation 2: 1. B 2. C 3. A 4. E 5. D
Conversation 3: 1. A 2. D 3. B 4. C 5. F

II. 1. 1. A 2. H 3. J 4. D 5. I 6. F 7. G 8. E 9. C 10. B
2. 1. A 2. D 3. J 4. F 5. E 6. H 7. G 8. C 9. I 10. B

III. 1. 1. Mr Harrington, I'd like you to meet my friend Maria.
2. I am glad to meet you.
3. ... there are a lot of courses to choose from.
4. That's good.
5. I certainly enjoyed meeting you.

2. 1. Hi, I am Susan. It's nice to meet you.
2. Do you know Steven Johnson?
3. How do you do?
4. I have been working for Computer Installation for four years in the Hardware Division.
5. You guys talk to each other.

LISTENING

1. Neighbour	Someone who lives next door, across the street, or on the same block. They generally say hello when they see each other. They often help each other, borrow things, and watch each other's houses when no one is home.
2. Classmate	A student in your class who says hello, makes small talk, and sometimes studies together with you.
3. Business associate or colleague	Someone who works in the same place as you do, shares business information, discusses problems related to your work, and occasionally socialises with you.
4. Best friend	Someone you can rely on and of whom you would feel comfortable asking for assistance at any time.
5. Acquaintance	Someone you have been introduced to but do not know well.
6. Boyfriend/ girlfriend	Someone of opposite sex for whom you have romantic feelings. You can go on dates, share affection, and walk arm in arm in public with this person.

TOPIC 2

SPEAKING

I. 1. A 2. B 3. A 4. B 5. A 6. A 7. C 8. A
II. 1. A 2. B 3. A 4. A 5. B

III. 1. I'm so glad you could come.
2. Thank you for inviting me. I had a very good time.
3. You're very welcome. I'm glad you enjoyed it.
4. Thank you. So do I.
5. Thanks for your help. The house is now much better.

LISTENING

Aged Care

1. As we get older there are a variety of health issues that may be of concern, these include: Dementia, life limiting illness, chronic diseases, incontinence, mental health, hearing, sight and oral health, falls leading commonly to fractures or broken limbs. Aged Care is shared responsibility that involves family, friends, volunteers.

Care Giving

2. There are many health related care giving charity/non-profit organisations that reach out and connect with the diversity of the population health needs. These include in the areas of Global health equity, adult and youth homeless, disabled needs and support, general support needs.

Men's Health

3. There are a number of health issues when considering men's health, these include: diet and overweight, prostate cancer, sexual health and mental health.

Mental Health

4. It is important to consider according to the World Health organisation's findings that mental illness, including suicide, ranks second in the burden of disease in established market economies. Mental disorders include: anxiety, childhood, eating, mood, cognitive, personality, schizophrenia and other psychotic disorders, substance-related disorder.

Women's Health

5. There are a range of health issues that affect women including: menopause, osteoporosis, pregnancy, sexual health, breast feeding and breast disease, and gynaecological problems. There are also health issues that might not seen related to women as much as to men including e. g. heart disease. Yet the National Heart Foundation of Australia found in new research that whilst women would call Triple Zero if their partner was experiencing heart attack warning signs, they would not if they were having those same symptoms.

TOPIC 3

SPEAKING

I.

Agreeing	Undecided	Disagreeing
That's what I think. I quite agree with you. You're absolutely right. Oh, yes, I agree. You're right. That's very true. I think so too. It's terrific. I go along with your view.	It depends on what you mean. That may sometimes be true. I'm not sure about that. What do you think about it? I don't know.	I'm sorry. I can't agree with that. Well, that's true, but... I don't agree. You have a point, but... I don't think that's quite right. I really can't agree with you. I'm sure you've got the wrong idea about. That is not a good idea.

II.

1.

A: In my opinion, parents should be given a day off from their children.

B: Really? Why?

A: Because they need free time, too.

B: That's not a bad idea.

2.

A: I think you are right to sell the house.

B: Do you? I'm not sure.

A: I really agree with you.

B: Look, you aren't happy there, so you should leave.

A: You have a point here, but what about a new place?

B: Don't worry. You will be fine there.

3.

A. I think people should not use cellular phones in restaurants.

B: Why do you say that?

A: It's really annoying. One day, I sat next to a man talking loudly. It destroyed my romantic evening with my girlfriend.

B: You may have a point. Nevertheless, I think we should not ban it. The restaurant needs to remind their customers of how to use their phones more appropriately.

A: Well, you may be right.

III.

Answers vary

LISTENING

I. 1. Southern Asia 2. Population growth 3. 22. 98
4. 160 million 5. US $500

II. 1. flood-prone 2. surface
3. pollution 4. pesticides
5. contaminated 6. shortages
7. falling 8. country
9. soil 10. overpopulation

Transcript

Bangladesh is located in Southern Asia, bordering the Bay of Bengal, between Burma and India. In the 1980s, Bangladesh faced no greater problem than population growth. The 1981 census reported a population of 87 million and a 2.3 percent annual growth rate. Thus, in just 80 years, the population had tripled. In July 1988 the population, by then the eighth largest in the world, stood at 109,963,551, and the average annual growth rate was 2.6 percent. Bangladesh's population density provided further evidence of the problems the nation faced. In 1901 an average of 216 persons inhabited one square kilometre. By the year 2000, population density was projected to exceed 1,000 persons per square kilometre. The crude birth rate per 1,000 population was 22.98 in 2011.

Bangladesh is one of the poorest countries in the world with a large population of 160 million living in a land area of 144,000 km^2. Given the low level of its economic development (per capita national income is US $500 and literacy rate is 53%), Bangladesh is able to allocate just over 2% of its GDP to education, which is the lowest in the region.

Most of the country is situated on deltas of large rivers flowing from the Himalayas: the Ganges unites with the Jamuna (main channel of the Brahmaputra) and later joins the Meghna to eventually empty into the Bay of Bengal.

Many people are landless and forced to live on and cultivate flood-prone land; waterborne diseases prevalent in surface water; water pollution, especially of fishing areas, results from the use of commercial pesticides; ground water contaminated by naturally occurring arsenic; intermittent water shortages because of falling water tables in the northern and central parts of the country; soil degradation and erosion; deforestation; severe overpopulation.

(Source: the World Factbook)

TOPIC 4

SPEAKING

I. 1. B 2. C 3. E 4. D 5. A

II. 1. J 2. F 3. G 4. A 5. K 6 H 7. B 8. D 9. E 10. C 11. I

III. 1. J 2. A 3. D 4. B 5. C 6. E 7. G 8. F 9. H 10. I

LISTENING

Transcript

1.

Customer: How do I go (1) online?

Assistant: You're already (2) connected to the Internet. Do you want to send email?

Customer: No, just want to (3) browse the web for a while.

Assistant: OK. Just open the search (4) engine or enter the web address and press "enter".

2.

Customer: I can't (5) access my company's website. Can you help?

Assistant: Have you put in the (6) correct address?

Customer: Yes, I'm sure I have.

3.

Customer: How do I reply to this email? Sorry, I am not very good with (7) computers.

Assistant: That's OK. Just (8) hit "reply", then (9) compose your message, then press "send".

Customer: Then can I (10) forward the message to myself at my home address?

Assistant: Yes. Make sure you enter the right address, or the email will (11) bounce. Let me know if you would like a hard copy of your email and I'll show you how to print out your work.

4.

Customer: What do I do if I want to (12) download this picture?

Assistant: You have to save it to a (13) disk. I can sell you one if you don't have one.

5.

Customer: Can I send an (14) attachment with this email?

Assistant: Yes, you click here and then attach the file.

6.

Customer: I'd like to visit a chat room. Is that OK?

Assistant: No problem. (15) Select this option here. Then just ask if you need my help.

TOPIC 5

SPEAKING

I. 1. B 2. E 3. C 4. F 5. G 6. I 7. H 8. D 9. J 10. K

II. ***Conversation 1***

1. A 2. B 3. E 4. H 5. F 6. G 7. C 8. D

Conversation 2

1. H 2. C 3. D 4. F 5. E 6. A 7. G 8. B

Conversation 3

1. A 2. D 3. B 4. H 5. C 6. F 7. G 8. E

Conversation 4

1. A 2. E 3. B 4. C 5. H 6. F 7. D 8. G

Conversation 5

1. G 2. D 3. A 4. B 5. E 6. C 7. F 8. H

LISTENING

Transcript

Mary: Peter, you travel a lot, right? Can you help me plan my vacation? I have one week.

Peter: Sure, But you don't have a lot of time, so I suggest you stay in one place. Then you can visit all the museums and sights.

Mary: I see. Well, what about London?

Peter: London is great, but it's very expensive. It's also very big.

Mary: Do you think it will be too hot?

Peter: No, the weather is OK there. It's pretty cool.

Mary: OK, so how about Cairo? I've heard it's really cheap.

Peter: Yeah, it is, but it's so crowded! It's extremely big and very hot.

Mary: Well, what about New Orleans?

Peter: New Orleans is somewhat expensive, but not too much.

Mary: Is it a big city?

Peter: It's fairly small, so it's pretty easy to walk around. But it's hot and humid there.

Mary: Well, how about Hanoi?

Peter: Nice city but big, crowed and polluted.

Mary: Expensive?

Peter: Not at all, everything is cheap, but you have to know how to bargain.

Mary: Hmm I can't decide. I need to think about this some more.

TOPIC 6

SPEAKING

I. 1. a. 1 a. 2 c. 3
2. a. 1 c. 2 a. 3
3. a. 1 c. 2 a. 3

II. 1. A 2. F 3. C 4. J 5. E 6. D 7. G 8. B 9. I 10. H

LISTENING

1. F 2. F 3. T 4. F 5. F 6. F 7. T 8. F 9. T 10. F

Transcript

The Great Pyramid of Giza is the last of the Seven Ancient Wonders left for us to see today. It was built for King Khufu over four thousand years ago. Rising from the desert floor, this amazing building was the highest man-made object until the Eiffel Tower was built in the nineteenth century. Many people have wondered how it was built and some people even think that it was built by aliens from another planet.

The pyramid is built on a perfectly level area, from millions of stone blocks. Its inside is a complex maze of 'corridors'. Some of the stones, for example, the 'blue' stones in the King's chamber, came from hundreds of kilometres away.

Even today, building something as big and complex as the pyramid would be difficult. Four thousand years ago they had no electric drills or saws, no mechanical diggers or cranes and no computers to help with the designs, plans and construction. So how was the pyramid at Giza built?

(Source: onestopEnglish. com).

TOPIC 7

SPEAKING

I. 1.

A: I can't believe it! I got an A on my science test!

B: ☐ Congratulations! That's great!

A: Thanks. I'm so happy! I really worked hard for that A.

B: I know you did. You deserve it.

2.

A: I'm so upset.

B: ☐ What's the matter? What happened?

A: I really need to talk to you. Do you have a minute?

B: ☐ Sure. What's bothering you?

A: I didn't understand the lecturer's talk. I couldn't catch it clearly. I have problem of understanding the lectures.

B: I see. Don't worry too much. It takes time. This is your first semester. You may not familiar with their accent.

A: Really? You think I can listen better.

B: Definitely. Try to listening to news and communicate with other people. You will be fine.

A: ☐ Thanks. I hope you are right.

3.

A: ☐ What's wrong? You really look worried and upset.

B: My dog was hit by a car.

A: ☐ That's terrible. Is he okay?

B: I don't know. He's at the vet's.

A: I hope he will be all right

B: Thank you. So do I.

II. ***Conversation 1***

1. A 2. C 3. G 4. D 5. B 6. F 7. E

Conversation 2

1. A 2. H 3. C 4. D 5. E 6. F 7. B 8. G

III. 1. B 2. E 3. C 4. H 5. F 6. D 7. G 8. A 9. I

LISTENING

1. T 2. T 3. NM 4. T 5. T 6. F 7. T 8. NM 9. F 10. NM

Transcript

ENGLISH - INTERNATIONAL LANGUAGE

Someone said that knowing a foreign language is to have a key to new world. Nowadays, learning a foreign language is very important. For me, English is the most favourite language.

English is one of the six major languages in the world but it has most speakers and it is spoken by more and more people today.

There are many reasons why English has become an international language but the main reason is that England used to have many colonies. England started colonies in North America and India in the seventeenth century. By 1900, England also had colonies in other parts of Asia, Africa and the South Pacific. The people in the colonies have to use English. After the Second World War, the United States became very powerful and even more people began to learn English. Maybe English has become an international language since then.

Nowadays, more than 300,000,000 people speak English as their first or native language. About 300,000,000 speak it as a second language. No one knows how many people speak it as a foreign language. Indeed, English is a very useful language. First, it is language of communication. It is used for business, research, and science. More than three fourths of the world's mail is written in English. More than half of the scientific and research journals are in English. Most of languages have borrowed many English words. English is also the language of technology. It is used for computer, specialist machines. Besides, there are many useful books which are written in English. If we know English, we will have knowledge about all the corners of the world. English is the language of friendship. It has helped to make the countries of the world become more friendly with others. It makes the Peace World. For all reasons that English is the most important language. I always attempt myself to learn English and I think you have to learn, too. English is necessary for all.

Part B. READING

TOPIC 1

READING 1

1. harm or disturb   2. verbal
3. spreading rumors/excluding a person   4. sixth - eighth grade
5. poor relationship   6. making friends
7. lonely   8. criminal
9. T   10. NG   11. T   12. NG   13. F   14. NG
15. NG   16. T   17. F   18. NG   19. T   20. T

READING 2

1. D   2. B   3. A   4. D   5. B   6. G   7. B   8. C   9. E   10. C
11. C   12. F   13. E   14. A   15. F
16. f   17. g   18. e   19. d   20. c

TOPIC 2

READING 1

1. B   2. A   3. B   4. A, B, D, F   5. C
6. at the news conference
7. "in need of improvement"   8. No, it doesn't.
9. aid   10. compete   11. yearly   12. progress
13. Poorly   14. evident
15. E   16. D   17. B   18. A   19. F   20. G
21. C   22. A   23. F   24. E   25. D

READING 2

1. D   2. B   3. No   4. B   5. B, D
6. E   7. No   8. C, D, E   9. A   10. No
11. A   12. A   13. No   14. D   15. B
16. D, E   17. B   18. C   19. E   20. No

TOPIC 3

READING 1

1. A, C   2. C   3. B   4. C   5. A, B
6. A, B   7. D   8. C   8. A   10. D

11. flowers   12. Kindergarten children
13. disappeared   14. traditional ethics
15. donated   16. offensive
17. 3 April   18. 1997
19. biological children   20. America

READING 2

1. B   2. D   3. G   4. F   5. H   6. A   7. Yes
8. NG   9. Yes   10. Yes   11. No   12. NG   13. No   14. No
15. A   16. D   17. B   18. Christmas   19. 3,000 years ago
20. altars   21. prayers   22. harvest festivals   23. Pillows and blankets

TOPIC 4

READING 1

1. 25   2. largest   3. China
4. massive   5. flow of water   6. a large amount
7. Wales   8. pumped storage plant
9. C   10. C   11. B   12. D
13. dam   14. reservoir   15. head
16. intake   17. penstock   18. turbine
19. outflow   20. generator   21. transformer

READING 2

1. b   2. d   3. a   4. e   5. c
6. F   7. B   8. G   9. C   10. E   11. H   12. A
13. NG   14. T   15. T   16. F   17. T   18. T   19. NG   20. T

TOPIC 5

READING 1

1. C   2. D   3. E   4. A   5. B   6. F   7. G
8. Cannes   9. 225 km   10. the Devil's Garden
11. seven years   12. workshops and exhibitions
13. school   14. generation   15. Forty/ 40
16. Six/6 days   17. Five/5 (camps)
18. T   19. F   20. F   21. NG   22. T

READING 2

1. C   2. D   3. A   4. C   5. B   6. D   7. A   8. C   9. A   10. E
11. B   12. E   13. D   14. B   15. E   16. A   17. C   18. A   19. C   20. D

Part C

GRAMMAR - LEXICOLOGY - PHONOLOGY

UNIT 1

PHONETICS

I. 1. B 2. A 3. A 4. A 5. D
II. 1. C 2. A 3. C 4. B 5. A

VOCABULARY

I. 1. cordial/ terms 2. develops/ confidant/ put
3. win/ abuses/ work 4. takes/ relationship/ rift
5. forge/ devote/ stand/ stable
II. 1. A. irate 2. A. cumbersome 3. A. stingy 4. B. impetuous
5. A. clamorous 6. A. coy 7. A. belligerent 8. B. wily
III. 1. furious 2. weary 3. giddy 4. stiff 5. unconscious
6. peckish 7. listless 8. drowsy 9. thrilled 10. preoccupied

GRAMMAR

I. 1. has smoked 2. have been 3. came/ looked/ sat
4. was just going to 5. was/ had been 6. Will you use
7. hear/ has won/ is... going to do 8. is phoning/ been phoning
II. 1. met/ told/ had come
2. has been writing/ is going to post
2. announced/ had escaped/ gave themselves up
4. got/ has been complaining
5. had not received/ spoke
6. considered/ buying/ have changed
7. feel/ will bring/ want
8. has had/ will send/ Don't worry.
III. 1. will be doing 2. will be 3. ask
4. belong 5. die 6. have met
7. love 8. has visited 9. suffered
10. borrowed 11. was not working 12. got
13. have worked 14. went 15. are thinking
16. have always wanted 17. performed 18. has been
19. was 20. owns
IV. 1. Correct – correct – correct – got – waited – turned up
2. correct – correct – correct – fell – scuttled – locked
3. had been – disappeared – had written – had disappeared – was considering – had discovered.
V. 1. correct 2. All the same, he... 3. correct
4. correct 5. correct 6. Quiet though this spot seems...
7. But I don't 8. correct

UNIT 2

PHONETICS

I. 1. D 2. B 3. C 4. A 5. A
II. 1. B 2. A 3. A 4. C 5. B

VOCABULARY

I. 1. (i) – d (ii) – b (iii) – a (iv) – c
2. (i) – c (ii) – a (iii) – b (iv) – d
II. 1. A 2. A 3. B 4. B 5. C 6. A 7. B 8. C
III. 1. laugh off 2. Don't make me laugh
3. a laugh a minute 4. had the last laugh
5. laughing all the way to the bank 6. laughable
7. laughing up my sleeve 8. laugh on the other side of your face
9. laughed in his face 10. no laughing matter
IV. 1. lifestyle 2. short-tempered 3. self-service 4. troublesome
5. doorstep 6. breathtaking 7. viewpoint 8. outset

GRAMMAR

VII. 1. shouldn't have gone 2. could have been
3. might have lost 4. should have bought
5. had to see 6. could have helped.
7. to take 8. to pick up
9. to be 10. to be

VIII. 1. fallen, I would have 2. runs faster, she will
3. wouldn't have finished 4. have finished with my ruler
5. if they offered it to me 6. would have

IX. 1. If you hurry up, you aren't going to be late.
2. Were they to offer you the job, would you accept?
3. If you happen to notice what's on at the cinema, let me know.
4. If you will do everything yourself, of course you feel tired.
5. They might not have noticed the tyre was flat.
6. They could have been injured when the car crashed, but they didn't.
7. I didn't need a visa after all.
8. You shouldn't have bought me flowers!
9. I regret not going/ having gone to the university.
10. Winning the football pools enabled them to buy a new car.

X. 1. B → going 2. B → telling 3. B → being interviewed
4. C → watch 5. D → to attract 6. D → for
7. A → no wonder 8. C → looking 9. B → reviewing
10. C → to being

REVIEW 1

I. 1. C 2. D 3. A 4. A 5. B
II. 6. A 7. B 8. D 9. D 10. A
III. 11. B 12. B 13. D 14. C 15. D 16. B 17. A 18. C 19. A 20. C
IV. 21. hoarse 22. terrified 23. sympathetic 24. embarrassed
25. winded 26. despondent 27. dejected 28. depressed
29. nostalgic 30. offended
V. 31. lost cause 32. with flying colour
33. showed his true colours 34. has the cheek
35. off-colour 36. keep his chin up
37. play your cards right 38. chalk and cheese
39. calling me names 40. got a bit hot under the collar
VI. 41. close 42. circle 43. having 44. relationship
45. equally 46. casual 47. social 48. impact
VII. 49. appreciate 50. sensitive 51. length 52. makes 53. built
VIII. 54. don't understand/ are waiting 55. does anyone see/ have left

56. didn't arrive/ knew/had missed
57. tells/ haven't been listening/have said
58. have you hurt/ did you do
59. have announced/ escaped/ have given themselves up
60. has shown/ did not discovered/ landed

IX. 61. about → that 62. had existed → existed
63. came → coming 64. while → every
65. were scratching → scratching 66. to regained → regained
67. was coming → came 68. of → from
69. describing → to describe 70. had looked → looked

X. 71. A 72. C 73. D 74. A 75. B 76. A 77. D 78. C 79. A 80. B

XI. 81. It is high time you made an effort to get out and about more.
82. His physical condition seems to deteriorate slightly.
83. If he had not overeated, he would not have had his heart attack.
84. I'll never forget seeing the factory chimney collapse in a cloud of smoke and rubble.
85. The politician was accused of trying to stir up trouble in his constituency as a ploy to divert attention from his own affairs.
86. You will not be permitted to enter the building without the Chief Officer's permission.
87. Productivity will improve if manufacturing procedures are streamlined.
88. Had the councillors be re-elected, your proposal would have been accepted.
89. If you act the part, you might strike a fantastic deal.
90. Having fallen into a state of disrepair, this property is in need of major renovation.

UNIT 3

PHONETIC

I. 1. B 2. A 3. A 4. C 5. C
II. 1. A 2. C 3. B 4. C 5. A

VOCABULARY

I. 1. spirit 2. privately 3. motivated 4. need 5. pervasive
6. raise 7. needy 8. counseling 9. willingness 10. optimistic

II. 1. A 2. B 3. A 4. C 5. C 6. C 7. D 8. B

III. 1. inaccessible 2. advisory 3. undernourished
4. preconceived 5. insupportable 6. non-renewable
7. overconfident 8. decaffeinated

IV. 1. troublesome 2. shortage 3. jammed 4. permission
5. Unfortunately 6. rehoused 7. inadequate 8. unattractive
9. infrequency 10. chaotic

GRAMMAR

I. a. 2 b. 1,4 c. 2, 4 d. 3 e. 2, 3 f. 2 g. 1, 3
h. 1, 4 i. 1 j. 3 k. 3 l. 4 m. 2 n. 1

II. 1. buying 2. another style to us 3. promised myself
4. that she would refund 5. to be 6. to help me
7. you pay 8. the Isa hotel to you

III. 1. insisted 2. inquired 3. demanded 4. snapped 5. whispered
6. shouted 7. explained 8. pleaded 9. complained 10. stammered

IV.

1. Mary said that she would like to speak to Susan, but she was bathing the babies and they would drown if she left them alone in the bath while she went to the phone.
2. Mary promised to bring the chainsaw back in two days' time if I lent it to her.
3. Jack advised me to tell Tom.
4. I asked if I should write to Ann. Peter advised me to phone her.
5. The night sister asked Mr Jones how many sleeping pills he had taken. He replied sleepily that he had no idea.
6. He offered me a drink.
7. Ann said that Jack's parents had asked her to supper the following night and asked her mother what she should wear. Her mother advised her to wear something warm because it was terribly cold outside.
8. Tom suggested that they shouldn't tell anyone till they were quite certain that the report was true.
9. He warned me to keep an eye on my luggage because the place was full of thieves.
10. He offered to wait for me.

V.

1. "There has been an accident, and the road is blocked" said the policeman "It won't be clear for some time. You'd better go round the other way."
2. "I was thinking of going by bus" said Paul " I shouldn't go by bus if I were you" said his aunt "It's awfully bad service".
3. "What were you doing with these skeleton keys?" said Mr. Jones "Were you trying to get at the secret files?"
4. "Would you like a lift?" said Ann, "Which way are you going?" I said.
5. "What about flying?" he said.
6. " I can't come at 1.00" said Ann "What about 2.00?" said Tom.
7. "I wonder if Tom's coming" said Ann "Why don't you ask him?" I said.
8. "Could you sign the book please?" he said.
9. "Could you live entirely on your own?" he said.
10. "Would you mind waiting?" he said.

UNIT 4

PHONETICS

I. 1. D 2. B 3. D 4. C 5. B

II. 1. B 2. A 3. B 4. A 5. D

VOCABULARY

I. 1. address/ force/ tackled 2. run-down/ underage 3. relief/ plea/ break

II. 1. low-income 2. shelter 3. sanitary
4. habitation 5. affordable housing

III. 1. down 2. same 3. to 4. in 5. an 6. been
7. are 8. all 9. is 10. had 11. of 12. together

GRAMMAR

I. 1. C 2. A 3. A 4. C 5. D 6. B 7. A 8. C

II. 1. being told 2. having been injured
3. having ever met 4. having been hit/ being hit
5. Not having been invited

III. 1. (i) –a ; (ii) – b 2. (i) – b ; (ii) – a 3 (i) – a ; (ii) – b
4. (i) – b ; (ii) – a 5. (i) – b ; (ii) –a

IV. 1. √ 2. what → which 3 add (,) after Smiths
4. which → about which 5. which → why 6. √
7. that → which 8. √

V.

1. David Keller, (who is) a young poet (who is) known for his sensitive interpretations of human relationships, has just published another volume of poems.
2. Corn was one the agricultural products (which was) introduced to the European settlers by the Indians. Some of the other products (which were) also introduced by the Indians were potatoes, peanuts and tobacco.
3. He read the Old Man and the Sea, a novel (which was) written by Hemingway.
4. Mercury, (which is) the nearest planet to the sun, is also the smallest of the nine planets orbiting/ which orbit the sun.
5. The sloth, (which is) a slow–moving animal (which is) found in the tropical forests of central and South America, feeds entirely on leaves and fruit.
6. Two-thirds of those, (who have been) arrested for car theft, are under twenty years of age.
7. St Louis, Missouri, (which is) known as the Gateway to the West, traces its history to 1793, when Pierre Laclede, a French fur trader, selected this site on the Mississipi River as a fur trading post.
8. The pyramids, (which are) the monumental tombs of the ancient Egyptians Pharaohs, were constructed from 3000 to 1800 BC.

VI. 1. A 2. C 3. C 4. D 5. B 6. B 7. A 8. A 9. D 10. B

REVIEW 2

I. 1. A 2. B 3. B 4. A 5. D
II. 6. D 7. B 8. B 9. C 10. B
III. 11. C 12. B 13. C 14. D 15. B 16. A 17. D 18. B 19. A 20. A
IV. 21. hardened 22. detention 23. derailment 24. shoplifting
25. troublemaker 26. enforced 27. evacuated 28. survivors
V. 29. cold 30. reason 31. crack 32. crash 33. gathering
V. 34. poor = inferior, meager, impoverished
35. mean = intend, vicious
36. pen = enclosure, write

VII. 37. recipient 38. irresitible 39. humourless
40. impregnated 41. participation 42. neutrality
43. undergoes 44. invaders 45. installations
46. customary 47. diligently
VIII. 48. A → told 49. C → the day before 50. D → for
51. B → had 52. B → said 53. A → to ask
IX. 54. limits 55. have been laid 56. have not been allowed
57. has 58. believe 59. will be
60. will soon be changed 61. has carried out 62. has had
63. has been built up 64. started 65. to draw
66. could be 67. would not be limited 68. can see
X. 69. dare 70. considered 71. grew/ got
72. longing 73. seems 74. face

XI.

75. Everyone remained silent when the teacher asked who the culprit was.
76. In my opinion, computers are more of a hindrance than a help.
77. To the best of my knowledge, Patrick has never been camping.
78. Fiona expressed her disapproval of the proposal.
79. There's little possiblity of Maria knowing the answer.
80. Do you recollect having seen/ seeing Timothy in Paris last year?

Part D. WRITING

UNIT 1

I. 1.

Model 1: *Are you aware of the striking similarities between two of the most popular U. S. presidents, Abraham Lincoln and John F. Kennedy?*

Model 2: *According to the Swiss psychiatrist Carl Gustav Jung, every person's personality can be placed somewhere on a scale running from extreme extroversion (an outgoing personality) to extreme introversion (a withdrawn personality).*

2. a. Kennedy and Lincoln
   b. An extrovert and an introvert
3. Model 1 deals with similarities, model 2 deals with differences
4. Topic sentences state whether the paragraphs will discuss similarities or differences
5. Transitional signals: sequential order, comparison and contrast

II.

Model 1

Topic sentence	My hometown and my college town have several things in common.
Point 1	Population
Details	My hometown, Gridlock, has a population of only about 10,000 people. Similarly, my college town, Subnormal, consists of about 11,000 local residents.
Point 2	Location
Details	Gridlock is surrounded by many acres of farmland which is devoted mainly to growing corn and soybeans. In the same way, Subnormal lies in the centre of a farmland which is used to raise hogs and cattle.
Point 3	College Campus Town
Details	Gridlock, for example, is home to Neutron College, which is famous for its Agricultural Economics program as well as for its annual Corn-Watching Festival. Likewise, the town of Subnormal boasts the beautiful campus of Quark College.

Model 2

Topic sentence	My hometown and my college town have several things in common.
Subtopic 1	Gridlock – my hometown
Details	Population, location and campuses
Subtopic 2	Subnormal – my college town
Details	Population, location and campuses

III.

A. Formal contrast paragraph. The bases aren't clear. (line of movements, actions, resemblance, standing position, coordination between body parts). Not a good paragraph, a serious lack of coherence devices.

B. Formal contrast paragraph. Good bases (materials, uniqueness, value over time) though not very clear. Good coherence devices.

C. Formal contrast paragraph. Only one base: (food).

IV.

1.

- The name Kennedy has seven letters, ***and so*** does the name Lincoln.
- The name Kennedy has seven letters, ***and*** the name Lincoln does, ***too.***
- ***Both*** the name Kennedy ***and*** the name Lincoln have seven letters.

2.

- ***Neither*** John Wilkes Booth ***nor*** Harvey Oswald was/were brought to trial.
- John Wilkes Booth was ***like*** Harvey Oswald ***in that*** they were both murdered.

3.

- Lincoln didn't take advice of his secretary on the day when he was killed, ***and neither*** did Kennedy.
- Lincoln didn't take advice of his secretary on the day when he was killed, ***and*** Kennedy didn't, ***either***.
- Lincoln didn't take advice of his secretary on the day when he was killed; ***similarly,***
- Kennedy didn't take advice of his secretary.

4.

- Kennedy's funeral procession was ***similar to*** Lincoln's ***in that*** their bodies were carried by the same caisson.
- Kennedy's funeral procession ***resembled*** Lincoln's ***in that*** their bodies were carried by the same caisson.

5.

- Lincoln was ***similar to*** Kennedy ***in that*** they both became president in '60.
- Lincoln became president in '60; ***similarly***, Kennedy became president in '60.

6.

- ***Just as*** Lincoln's secretary was Mrs. Kennedy, ***so*** Kennedy's secretary was Mrs. Lincoln.
- Lincoln's secretary was Mrs. Kennedy***;*** Kennedy's secretary was Mrs. Lincoln.

7.

- Studies have tended to show that the extrovert learns faster than the introvert; ***however***, in the end, they remember less.
- ***While*** the extrovert learns faster than the introvert, they remember less.

8.

- The extrovert ***differs from*** the introvert ***in that*** he takes chances and is generally impulsive whereas the introvert shuns excitement.
- The extrovert is ***more*** impulsive ***than*** the introvert.

9.

- ***Unlike*** the typical extrovert, who is particularly fond of parties and people-oriented activities, the typical introvert person is a quiet, introspective sort of person.

10.

- ***While*** the extrovert may be subject to criminal or psychopathic behavior, the introvert may exhibit neurotic tendencies.
- The extrovert ***differs from*** the introvert ***in that*** whereas the extrovert may be subject to criminal or psychopathic behavior, the introvert may exhibit neurotic tendencies.
- The extrovert may be subject to criminal or psychopathic behavior; ***on the other hand***, the introvert may exhibit neurotic tendencies.

11.

- ***Unlike*** the extrovert, who tends to be aggressive and loses his or her temper quickly, the introvert seldom behaves in an aggressive manner and keeps his or her feelings under close control.
- The extrovert ***contrasts with*** the introvert ***in regard*** to their temper and behavior.

V. Answers vary

VI. Answers vary

UNIT 2

I. Answers vary

II. Answers vary

III.

1. The topic sentences have already been underlined in the textbook.
2. Model 1 mainly deals with cause. It explains why cities are growing. By the word *folding* the reader expects to find out reasons why they are in such a way.
3. Some of the causes described in model 1:
   - industrialization
   - education
   - entertainment
4. Words of causes: *result in, drive sb to do smt, make st V, etc*
5. Model 2 mainly deals with effects of smoking. Some of the effects are:
   - deterioration of health
   - isolation
   - pocketbook depletion
6. Some words of effects used in Model 2 are: *results in, create, etc*

IV.

1. Paragraph E is developed by *effect*, the others 4 by *cause*.
2. Paragraphs B and E are not successfully developed as the supporting sentences go off the topic sentence.
3. Paragraphs B and C only show circumstances.

V.

1.

– exhaustion from huge loads of knowledge to be memorized
– higher risk of forgetting essential information

2.

– traveling more widely
– standing a greater chance of employment
– being better-informed of current occurrences

3.

– saving more money
– getting rid of smelly breath and discolored teeth
– having better health

4.

- depending on others for information
- having fewer opportunities of employment
- holding a sense of inferiority / inferiority complex

VI.

1.

- They see adults smoke and they follow suite
- They think smoking is a sign of being "grown-ups"
- They are encouraged by their peers.

2.

- The people added to labor force outnumbers the amount of work available.
- The advanced technology has replaced more and more human manual work.
- The polarization of rich and poor people has created inequalities in job opportunities
- The geometrical increase of the population makes it impossible to cater for everyone's need for employment.

3.

- Collegial study is the foremost guarantee to a future stable job.
- It requires a large sum of money to pay for wellqualified teachers and experts.
- Investment into building premises and purchasing facilities costs a great deal, too.

4.

- Listening to music rank among the most popular hobbies and pastimes.
- Many people benefit financially from music events.
- Singers have to train hard to be successful

5.

- to communicate
- to share personal happiness and sadness
- to get more knowledge
- to be

VII.

1. The purpose of the paragraph is to explain why the writer plays soccer. It is, therefore, an explanatory paragraph, not an evaluative one.

2. The points in the outline are of equal importance, because the writer added no more information as to why he put his arguments in such an order. It is simply an enumeration (listing) paragraph.
3. The first supporting idea is "*It is easy fun*" in which *IT* refers to the game of football while specific detail A implies a different subject (the writer). It then violates the parallel rule and should be modified into, for example, "*its rules are common knowledge to everyone*".

UNIT 3

I. Answers vary

II.

Proposal: Children should be raised in a big city rather than the countryside for two reasons.

Reason 1: Living in a big city, children have more choices in education which is crucial for their future growth

Reason 2: Living in a big city offers higher level of availability of different services.

Reason against (opponent's argument): it is better for children to grow up in the countryside because of the pollution problems and crimes in a big city.

Refutation of opponent's arguments: It is partially true as pollution and crime are now also pervasive in the countryside. The life is hard and difficult everywhere, but the life in a big city helps children learn more and have chances to make their dreams come true.

IV.

Fact: 1, 3

Opinion: 2, 4, 5

V.

1. Whales are intelligent creatures that share our world. They are capable of communicating even to the point of composing whale songs. They are highly civilized, social creatures that maintain closely knit family groups. Killing such intelligent, civilized creatures is murder. (**A fact**)
2. Whaling countries such as Japan and Russia do not need the whaling industry to support their economies. In fact, money from whaling represents only 0. 00001% of the Japanese economy and 0. 0002% of the Russian economy. (**Statistics**)

3. Buffalo, elephants, and rhinoceroses are other large mammals that have been driven to the point of extinction by man's killing. (**An example**)
4. The only way to stop the killing is to have laws against it; hunters will not stop voluntarily.
5. The Cousteau Society estimates that the number of whales has declined by 95 percent in the last 100 years. Moreover, if the slaughter continues at its present rate, the society believes that whales will become extinct in another twenty–five years. (**An authority's statistics and opinion**)
6. It is cheaper to produce synthetic "whale" oil than to obtain natural oil from dead whales. Each kilogram of synthetic oil costs about $8. 00 to produce, whereas it costs over $15. 00 to obtain the same amount of natural whale oil. (**A fact**)

VI.

1. *Opinion:* The Internet takes too much time away from family life.

Fact: The average adult in the United States spend six hours per week on the Internet.

→ *Those six hours could be spent doing family activities, such as gardening, helping children with homework, or playing games.*

2.

→ The government's routine test for drug use has protected athletes from the pressure to use performance – enhancing drug.

3.

→ Employers' emphasis on personal appearance is confirmed by a recent study's findings that people with average appearance earn 3 to 8 percent less money than those who are considered beautiful

4.

→ More and more people own a cell phone means that it is a good idea to invest money into this industry

5.

→ Eating out five times a week has increased the amount of money Americans spending on food

VII.

1. False conclusion: the statistics does not mention Serbian troops.
2. Bad evidence: the example is outdated because it mentioned a study in the past, not a recent one.

3. Misplaced causes and effects: The ability to drive and drink alcohol does not entail the ability to vote.

VIII.

1. Train travel may be inexpensive and relaxing; however, airplanes are much more important means of transportation because they are fast and efficient.
2. Most people agree that a traditional home-cooked meal is best, but they have to admit that convenience and low cost is making fast food more popular with students.
3. While some people believe that online courses will never be as popular as traditional classroom; technology, cost, and convenience are increasing the demand for online instruction.
4. Some people criticize credit cards for causing debt; however, it is the irresponsibility of consumers, not credit cards, that causes credit card debt.

IX.

1. Method 2 (Show that the counter-argument is weak because it is based on insufficient information or ignores significant information.)
2. Method 3 (Agree that the counter-argument is valid, but show that the writers' points of support are more compelling)
3. Method 1 (Demonstrate that the counter-argument is wrong because it is based on incorrect or misleading information.)

X.

	Overgeneralization	**Appropriate Generalization**
1.	Everybody has a TV.	Most people have a TV.
2.	People do not like changes.	Many people do not like changes.
3.	Computers have the latest software.	A lot of computers have the latest software.
4.	Schools are now wireless	Some schools are now wireless.
5.	Medications have side effects.	Some medications have side effects.
6.	Students like talking about love.	Most students like talking about love.
7.	Asian countries have hot and humid climates.	Many Asian countries have hot and humid climates.
8.	Pollution affects everything.	Pollution affects almost everything.

XI. Answers vary

☑ SELF-ASSESSMENT CHECKLIST

Writing an argument paragraph

Unity

- Does your topic sentence clearly state your position?
- Is all your information directly related to your position?
- Do you need to revise your topic sentence to accommodate new ideas?

Development

- Do you need more facts or other evidence to convince your audience to accept your position?
- Do you need to use one or more of the prewriting strategies to come up with more ideas?

Coherence

- Would arranging ideas in a different order make your argument more convincing to readers?
- Do you need to add transitional words or phrase

SELF-ASSESSMENT CHECKLIST

Writing a Cause - Effect Paragraph

Unity

- Does your topic sentence clearly identify the causes or effects on which your paragraph will focus?
- Does all your information relate directly to the causes or effects you are discussing?
- Should you revise your topic sentence to reflect additional ideas?

Development

- Do you need to add other important causes or effects?
- Does your audience need more information about any causes or effects you have included?

Coherence

- Are your causes and effects arranged in a logical order?
- Do you need to add transitional words or phrases?

Mục lục

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